



# Aboriginal Report

## **How Are We Doing?**

### **2022/2023**

**School District: 072**  
**Campbell River**

#### QUESTIONS/COMMENTS CONTACT:

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BRITISH  
COLUMBIA

Ministry of Education  
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electronic version: <https://studentsuccess.gov.bc.ca/ahawd>

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## ABORIGINAL REPORT - HOW ARE WE DOING?

You will notice that there are changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry (First Nations: Status and Non-Status, Métis and Inuit), the student is included in all reported outcomes for Aboriginal students. This approach ensures a consistent methodology for identifying Aboriginal students across years, as students may self-identify as Aboriginal on some enrolments and not on others.

The Tripartite partners have collectively agreed to retain "Aboriginal" wording for the purposes of this year's "How Are We Doing?" report. Updating terminology from Aboriginal to Indigenous requires changes to Ministry data collection processes that will ensure standardized wording from collection onwards. This work is underway.

Since its inception in 1999, this report has included data from all students, regardless of residency status. In 2020, the Ministry was exploring a new way to report the Six-Year Completion Rate by taking out the non-resident students. Since then, all performance-related measures have been re-calculated with "BC Residents" only. The latest data can be found in the Student Success website: <https://studentsuccess.gov.bc.ca>

The decision to remain consistent with other Ministry reporting websites was made by consensus among Tripartite parties including the First Nations Education Steering Committee (FNESC) and Indigenous Services Canada (ISC).

### GUIDELINES AND TIPS - REVIEWING STUDENT ACHIEVEMENT DATA

- **Use multiple sources of information whenever possible**

To supplement the student results being reviewed, it is advisable to refer to multiple sources of performance information including information drawn at the classroom, school, district and provincial levels. This is particularly important when reviewing the performance of small numbers of students.

- **Ensure comparability of information from different sources**

When analysing student results collected from different sources, care should be taken to ensure comparability. For example, consider the similarity of test questions, student groups participating, the number of students represented, as well as the consistency in test administration.

- **Consider participation rates**

Low participation rates, or small numbers of students, may not adequately reflect the whole population. When comparing different sources of data, or trends over time, it is important to note if a change in the number of participating students would have an impact on the results.

- **Be cautious of data representing small numbers of students**

Note the number of students participating or the number of students in the population being assessed. The fewer the students, the more carefully the results need to be interpreted. If data represent fewer than 10 students, be extremely cautious. The overall results for smaller groups of students can be greatly influenced by the scores of just a few (one or two) individuals. Protection of privacy must be ensured when reporting data.

- **Review data trends**

Multiple years of results are more meaningful than results for a single year. Five or more results may suggest a trend. The more results that follow the trend the greater the ability to make a prediction.

### POINTS OF INQUIRY

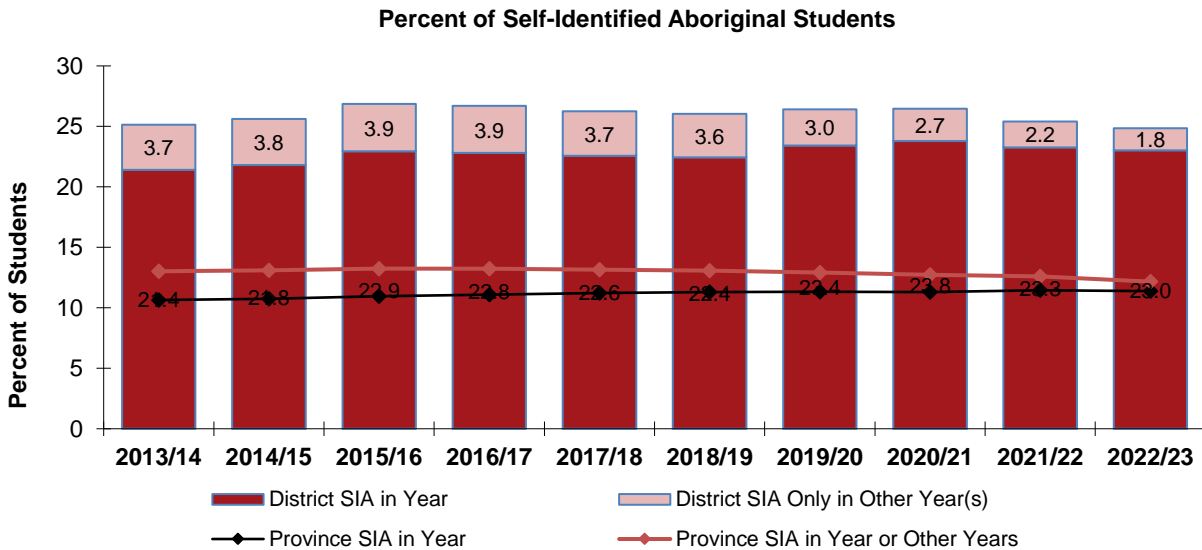
- Are the data relevant or appropriate for what is being assessed?
- Is the population of students reflected by these data representative of achievement of all students?
- What story do these data suggest about student achievement?
- Do the data tell enough of the story? In order to provide a more complete picture, what other information should be considered?
- Are there any identifiable groups of students that should be considered?
- What alternate conclusions could be drawn from these data?

PLEASE NOTE

The Ministry makes small and continuous improvements to the quality of its data. Sometimes these changes result in differences from previously published reports. The data in this report are the most accurate data available at time of publication.

## STUDENTS WHO SELF-IDENTIFY AS ABORIGINAL

School Year	District					Province *				
	All Students #	SIA in Year*		SIA Only in Other Year(s)*		All Students #	SIA in Year*		SIA Only in Other Year(s)*	
		#	%	#	%		#	%	#	%
2013/14	5,207	1,115	21.4	194	3.7	558,983	59,502	10.6	13,325	2.4
2014/15	5,188	1,131	21.8	198	3.8	552,786	59,382	10.7	13,068	2.4
2015/16	5,257	1,206	22.9	206	3.9	553,376	60,706	11.0	12,567	2.3
2016/17	5,324	1,214	22.8	207	3.9	557,625	61,801	11.1	11,979	2.1
2017/18	5,331	1,203	22.6	196	3.7	563,241	63,182	11.2	10,930	1.9
2018/19	5,428	1,218	22.4	195	3.6	568,982	64,326	11.3	10,009	1.8
2019/20	5,487	1,285	23.4	164	3.0	576,000	65,215	11.3	9,152	1.6
2020/21	5,394	1,283	23.8	145	2.7	568,285	64,272	11.3	8,037	1.4
2021/22	5,520	1,284	23.3	119	2.2	578,797	66,282	11.5	6,635	1.1
2022/23	5,622	1,294	23.0	103	1.8	590,583	67,285	11.4	4,553	0.8



**Note:**

"SIA in Year" - the student self-identified as Aboriginal in this year

"SIA Only in Other Year(s)" - the student did not self-identify as Aboriginal in this year, but did so in at least 1 other year

"Never SIA" - the student did not self-identify as Aboriginal in this year or any other

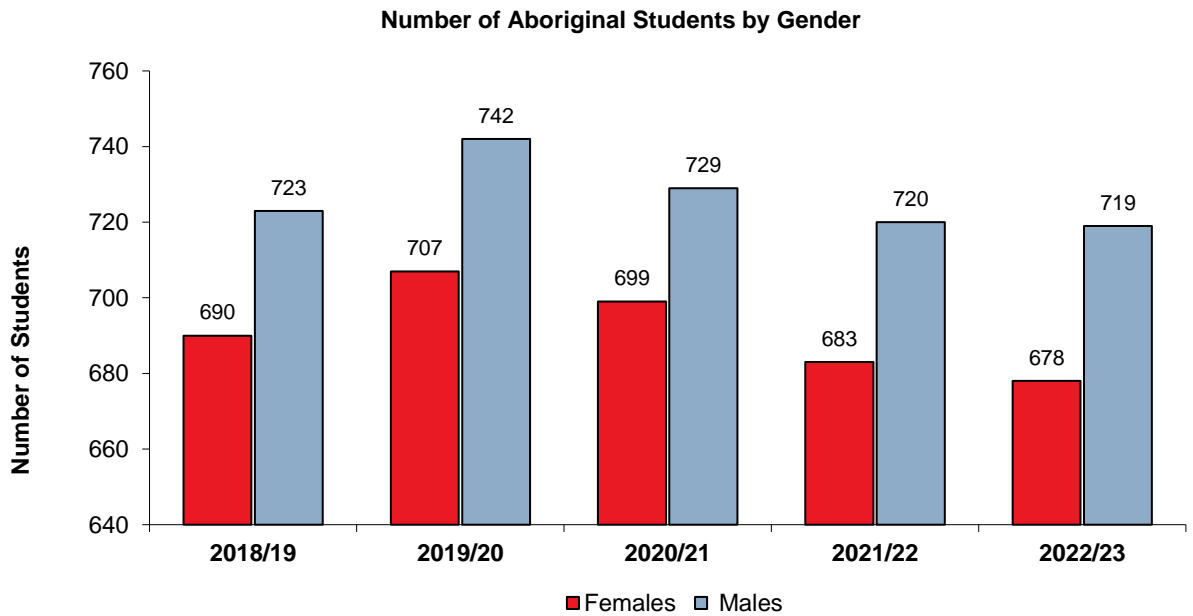
Students are classified as Aboriginal when they identify themselves as such – in other words, they “self-identify as Aboriginal” (SIA). In any given year, a student may or may not self-identify as Aboriginal. In 2003/04, the Ministry of Education and Child Care (EDUC) and the First Nations Education Steering Committee (FNESC) agreed to report on the educational achievement of all students who “ever” identified themselves as Aboriginal. In EDUC’s standard reports, students are categorized as Aboriginal if they self-identified as Aboriginal at any point during their time in K-12.

This table shows the number of students who (1) self-identified as Aboriginal in a given school year and those who (2) did not self-identify as Aboriginal in that particular year, yet did so in other years. The "Province" columns show the same information, but for all public schools in the province.

\* Public schools only

## ABORIGINAL STUDENTS BY GENDER

School Year	All Students #	District					Province *			
		Aboriginal Students		Aboriginal Females	% of All Students	Aboriginal Males	% of All Students	Aboriginal Students #	Aboriginal Females #	Aboriginal Males #
		#	%	#		#		#	#	#
2018/19	5,428	1,413	26.0	690	12.7	723	13.3	74,335	36,874	37,461
2019/20	5,487	1,449	26.4	707	12.9	742	13.5	74,367	36,847	37,520
2020/21	5,394	1,428	26.5	699	13.0	729	13.5	72,309	35,901	36,408
2021/22	5,520	1,403	25.4	683	12.4	720	13.0	72,917	36,210	36,707
2022/23	5,622	1,397	24.8	678	12.1	719	12.8	71,838	35,586	36,252



\* Public schools only

## ABORIGINAL STUDENTS ON- OR OFF-RESERVE

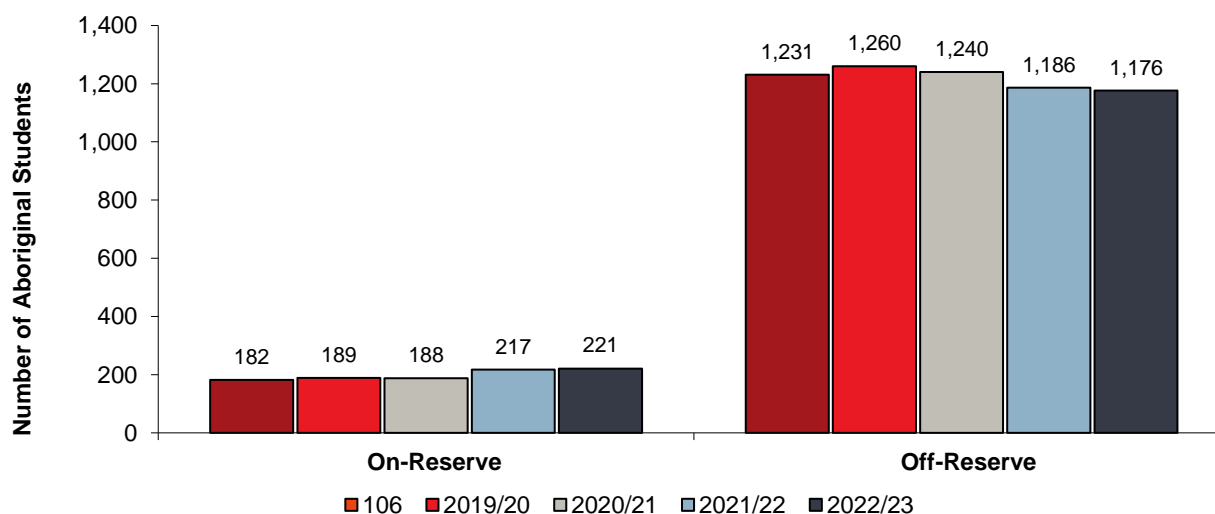
### September Count

School Year	Aboriginal Students #	District						Province *	
		On-Reserve			Off-Reserve			Aboriginal Students	
		Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	On-Reserve Total Aboriginal #	Off-Reserve Total Aboriginal #
2018/19	1,413	84	98	182	606	625	1,231	7,993	66,342
2019/20	1,449	88	101	189	619	641	1,260	8,209	66,158
2020/21	1,428	93	95	188	606	634	1,240	7,752	64,557
2021/22	1,403	105	112	217	578	608	1,186	7,992	64,925
2022/23	1,397	111	110	221	567	609	1,176	8,074	63,764

### February Count

School Year	Aboriginal Students #	District						Province *	
		On-Reserve			Off-Reserve			Aboriginal Students	
		Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	On-Reserve Total Aboriginal #	Off-Reserve Total Aboriginal #
2018/19	1,429	86	100	186	615	628	1,243	8,007	66,275
2019/20	1,448	89	100	189	623	636	1,259	8,056	66,087
2020/21	1,443	101	100	201	611	631	1,242	7,713	64,505
2021/22	1,397	89	99	188	593	616	1,209	7,916	64,400
2022/23	1,411	94	98	192	592	627	1,219	8,001	63,477

**Number of Aboriginal Students, On or Off-Reserve (September Count)**

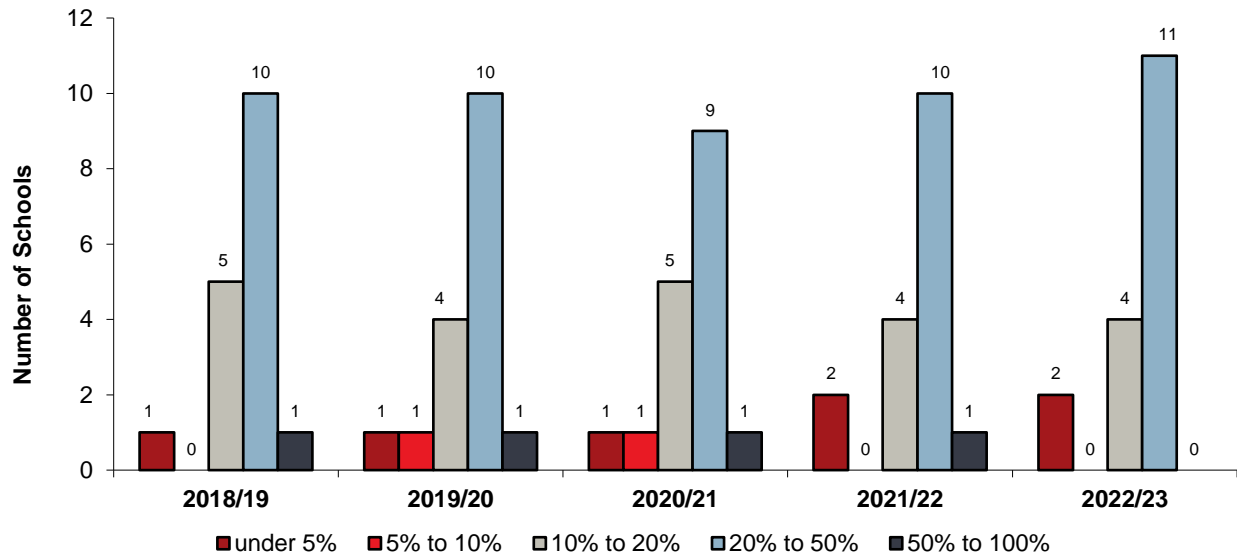


\* Public schools only

## NUMBER OF STANDARD PUBLIC SCHOOLS BY PERCENTAGE OF ABORIGINAL STUDENTS

School Year	District						Province *					
	Total Schools #	Number of Schools					Total Schools #	Number of Schools				
		under 5 %	5 to 10 %	10 to 20 %	20 to 50 %	50 to 100 %		under 5 %	5 to 10 %	10 to 20 %	20 to 50 %	50 to 100 %
2018/19	17	1	0	5	10	1	1,385	367	217	324	385	92
2019/20	17	1	1	4	10	1	1,389	382	217	318	378	94
2020/21	17	1	1	5	9	1	1,398	399	210	341	348	100
2021/22	17	2	0	4	10	1	1,405	402	240	338	330	95
2022/23	17	2	0	4	11	0	1,412	423	246	336	318	89

**SD Data: Number of Schools with Aboriginal Students (%)**

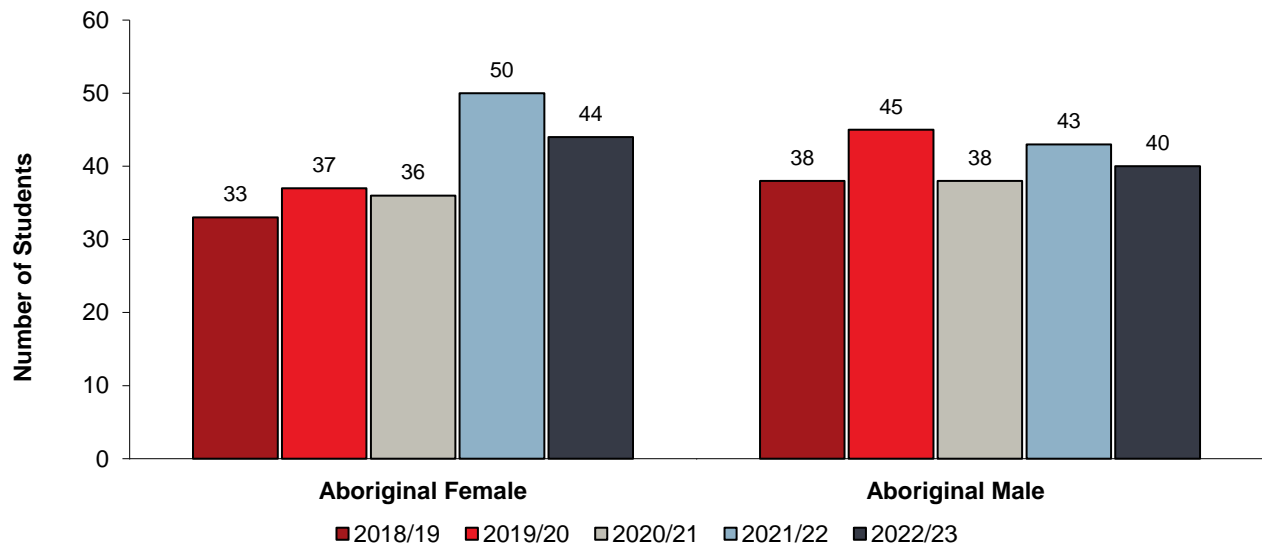


\* Public schools only

## STUDENTS IN ALTERNATE PROGRAMS

School Year	All Students #	District						Province *			
		Aboriginal			Non-Aboriginal			Aboriginal		Non-Aboriginal	
		Female #	Male #	Total #	Female #	Male #	Total #	Female #	Male #	Female #	Male #
2018/19	141	33	38	71	39	31	70	1,516	1,457	1,943	2,320
2019/20	172	37	45	82	45	45	90	1,580	1,508	2,114	2,525
2020/21	143	36	38	74	41	28	69	1,429	1,327	1,778	1,831
2021/22	171	50	43	93	38	40	78	1,454	1,262	1,761	1,631
2022/23	179	44	40	84	44	51	95	1,518	1,264	2,004	1,742

**SD Data: Number of Aboriginal Students in Alternate Programs**



\* Public schools only



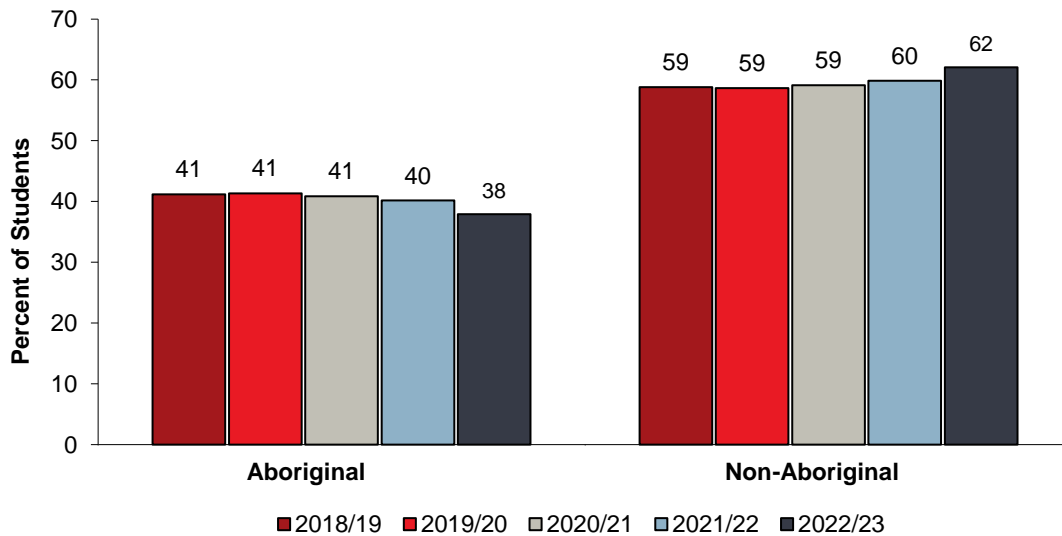
## STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES (12 DESIGNATIONS)

The Ministry of Education is aligning language with the United Nations Convention on the Rights of Persons with Disabilities, and Human Rights legislation, where “persons with disabilities” is the terminology used. Within the K-12 context, “Students with Disabilities or Diverse Abilities” will replace the terms “Special Needs”.

Students with Disabilities or Diverse Abilities may require additional support and accommodations to enable them to access and participate in educational programs. The Ministry has the vision to provide inclusive and responsive learning environments that recognize the value of diversity and provide equity of access, opportunity and outcome for all students including students with disabilities or diverse abilities.

School Year	All Students	Aboriginal		Non-Aboriginal	
	Total #	Total #	%	Total #	%
2018/19	687	283	41	404	59
2019/20	694	287	41	407	59
2020/21	690	282	41	408	59
2021/22	757	304	40	453	60
2022/23	802	304	38	498	62

**Percent of Students with Disabilities or Diverse Abilities  
(12 Designations)**

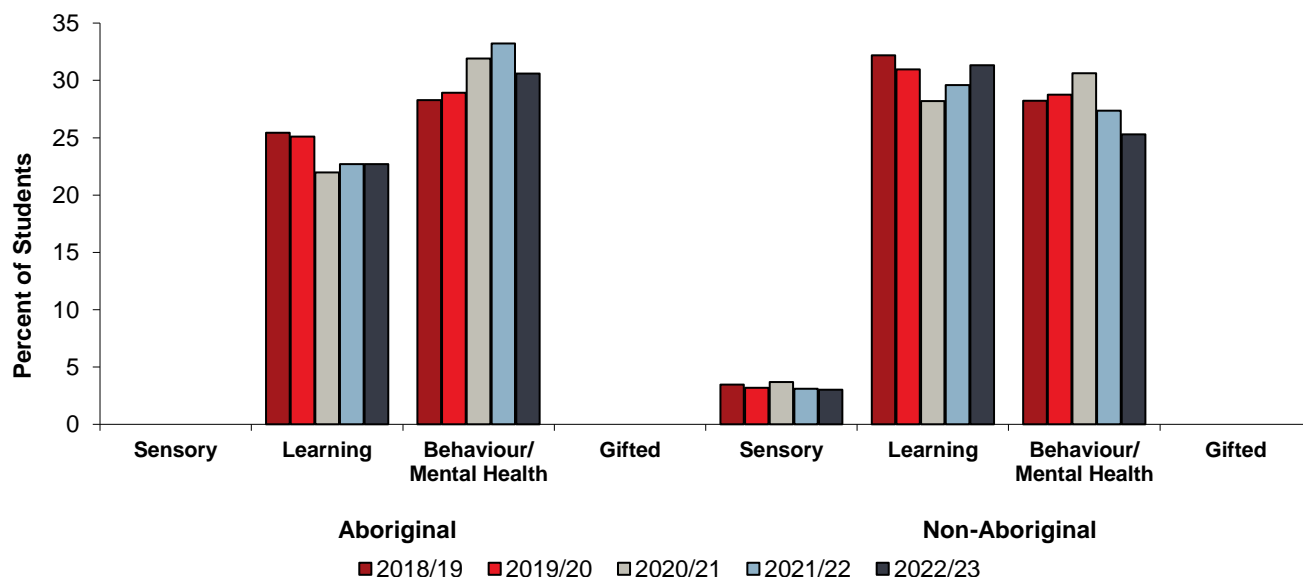


## STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES (SELECTED DESIGNATIONS)

Sensory Designation includes E (Visual Impairment) and F (Deaf or Hard of Hearing); Learning Designation includes Q (Learning Disability); Behaviour/Mental Health Designation includes H (Intensive Behaviour Interventions/Serious Mental Illness) and R (Moderate Behaviour Support/Mental Illness); and Gifted Designation includes P (Gifted).

School Year	Sensory Designation		Learning Designation				Behaviour/Mental Health Designation				Gifted Designation							
	Aboriginal #	Non-Aboriginal #	Aboriginal #	Non-Aboriginal #	Aboriginal %	Non-Aboriginal %	Aboriginal #	Non-Aboriginal #	Aboriginal %	Non-Aboriginal %	Aboriginal #	Non-Aboriginal #	Aboriginal %	Non-Aboriginal %				
2018/19	283	404	Msk	Msk	14	3	72	25	130	32	80	28	114	28	Msk	Msk	Msk	Msk
2019/20	287	407	Msk	Msk	13	3	72	25	126	31	83	29	117	29	Msk	Msk	Msk	Msk
2020/21	282	408	Msk	Msk	15	4	62	22	115	28	90	32	125	31	0	0	Msk	Msk
2021/22	304	453	Msk	Msk	14	3	69	23	134	30	101	33	124	27	0	0	Msk	Msk
2022/23	304	498	Msk	Msk	15	3	69	23	156	31	93	31	126	25	0	0	Msk	Msk

**Percent of Students with Disabilities or Diverse Abilities (Selected Designations)**



## GRADE DISTRIBUTION OF STUDENTS WITH BEHAVIOUR/MENTAL HEALTH DESIGNATION

Behaviour/Mental Health Designation includes H (Intensive Behaviour Interventions/Serious Mental Illness) and R (Moderate Behaviour Support/Mental Illness).

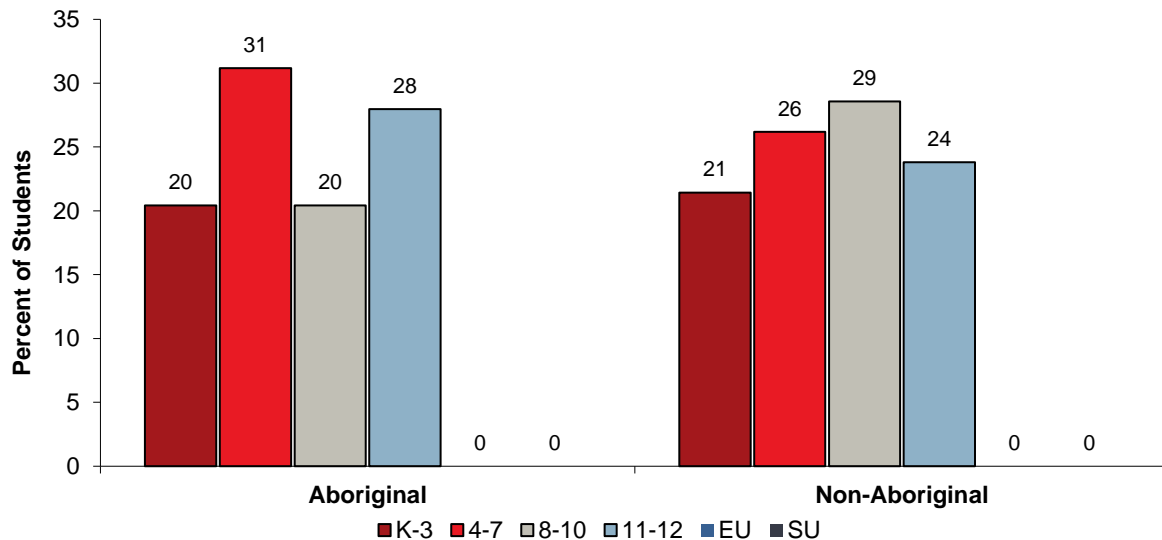
### Aboriginal Students

School Year	Total Designations #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2018/19	80	16	20	25	31	25	31	14	18	0	0	0	0
2019/20	83	13	16	32	39	16	19	22	27	0	0	0	0
2020/21	90	14	16	25	28	26	29	25	28	0	0	0	0
2021/22	101	18	18	22	22	33	33	28	28	0	0	0	0
2022/23	93	19	20	29	31	19	20	26	28	0	0	0	0

### Non-Aboriginal Students

School Year	Total Designations #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2018/19	114	19	17	35	31	42	37	Msk	Msk	0	0	Msk	Msk
2019/20	117	22	19	36	31	35	30	24	21	0	0	0	0
2020/21	125	21	17	41	33	38	30	25	20	0	0	0	0
2021/22	124	16	13	37	30	40	32	31	25	0	0	0	0
2022/23	126	27	21	33	26	36	29	30	24	0	0	0	0

**Percent of Students with Behaviour/Mental Health Designation  
Grade Distribution 2022/23**



## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING/LITERACY, GRADE 4

BC Residents

FSA 2021/22: Effective October 2021, FSA 2021/22 was updated by renaming Reading to Literacy and eliminating the one Writing question. The FSA now consists of two components: Literacy and Numeracy. As a result of this shift, one of the three constructed response questions was modified to allow for a personal student response. While it remains possible to compare the Literacy results of the FSA 2021/22 to past Reading results - as this shift is not expected to significantly impact overall proficiency levels - direct comparison of the third constructed response item in the item level reports is not recommended. In addition to proficiency level results, year-to-year comparison of Literacy/Reading selected response comprehension questions is possible. Specifically, the Reading selected response comprehension questions from 2017/18 onward may be compared to the Literacy selected response comprehension questions. Participation rates for the FSA 2021/22 continue to be impacted by the COVID-19 pandemic, potentially effecting results.

FSA 2020/21: Due to the COVID-19 pandemic, the FSA 2020/21 was administered in February 2021 instead of October 2020. It is not advisable to directly compare the 2020/21 results to other years.

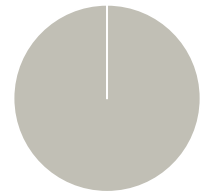
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/assessment/foundation-skills-assessment>

### GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	86	75	Msk	Msk	48	56	Msk	Msk
2019/20	107	87	Msk	Msk	59	55	Msk	Msk
2020/21	86	82	Msk	Msk	50	58	Msk	Msk
2021/22	79	90	37	47	Msk	Msk	Msk	Msk
2022/23	105	91	Msk	Msk	54	51	Msk	Msk

Grade 4: Aboriginal

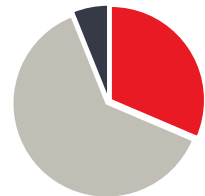


■ Emerging ■ On Track ■ Extending

### GRADE 4: NON-ABORIGINAL

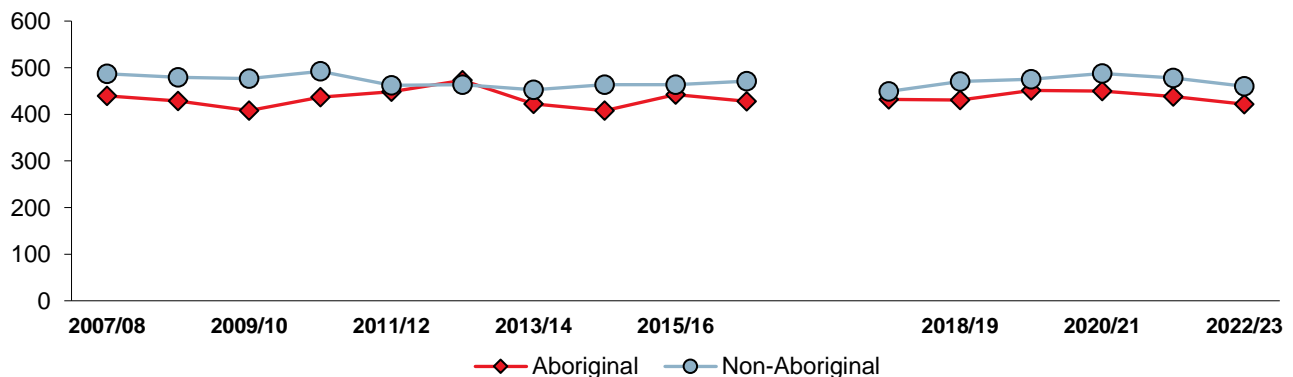
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	277	88	73	26	175	63	29	10
2019/20	261	93	65	25	168	64	28	11
2020/21	288	88	57	20	188	65	43	15
2021/22	291	96	78	27	176	60	37	13
2022/23	296	97	93	31	185	63	18	6

Grade 4: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 4 Reading/Literacy



## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 4

BC Residents

FSA 2021/22: Effective October 2021, FSA 2021/22 was updated by renaming Reading to Literacy and eliminating the one Writing question. The FSA now consists of two components: Literacy and Numeracy. Participation rates for the FSA 2021/22 continue to be impacted by the COVID-19 pandemic, potentially effecting results.

FSA 2020/21: Due to the COVID-19 pandemic, the FSA 2020/21 was administered in February 2021 instead of October 2020. It is not advisable to directly compare the 2020/21 results to other years.

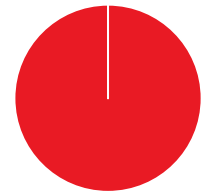
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/assessment/foundation-skills-assessment>

### GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	89	77	49	55	Msk	Msk	Msk	Msk
2019/20	105	85	51	49	54	51	0	0
2020/21	85	81	41	48	Msk	Msk	Msk	Msk
2021/22	78	89	43	55	35	45	0	0
2022/23	107	92	73	68	Msk	Msk	Msk	Msk

Grade 4: Aboriginal

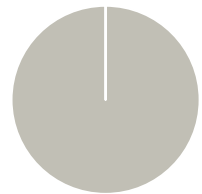


■ Emerging ■ On Track ■ Extending

### GRADE 4: NON-ABORIGINAL

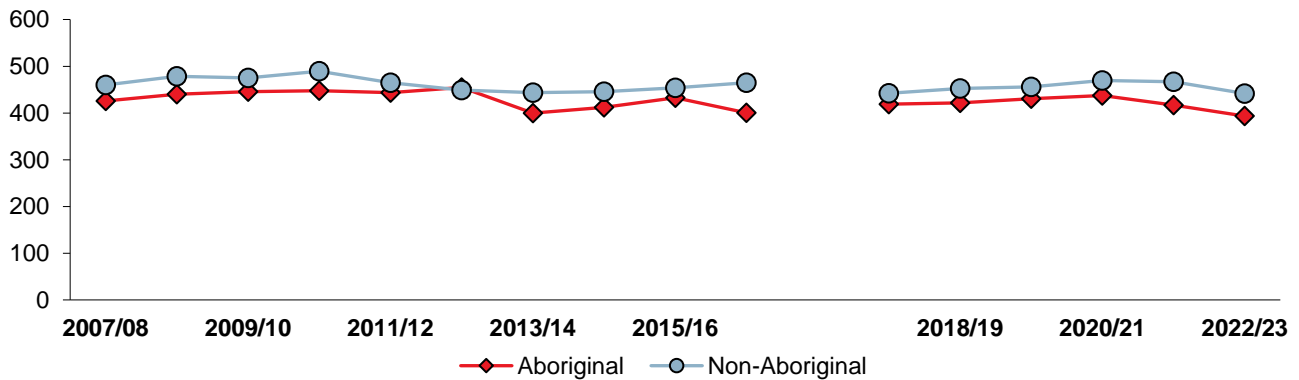
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	278	88	109	39	157	56	12	4
2019/20	260	93	99	38	149	57	12	5
2020/21	282	86	93	33	175	62	14	5
2021/22	291	96	106	36	173	59	12	4
2022/23	296	97	Msk	Msk	151	51	Msk	Msk

Grade 4: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 4 Numeracy



## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING/LITERACY, GRADE 7

BC Residents

FSA 2021/22: Effective October 2021, FSA 2021/22 was updated by renaming Reading to Literacy and eliminating the one Writing question. The FSA now consists of two components: Literacy and Numeracy. As a result of this shift, one of the three constructed response questions was modified to allow for a personal student response. While it remains possible to compare the Literacy results of the FSA 2021/22 to past Reading results - as this shift is not expected to significantly impact overall proficiency levels - direct comparison of the third constructed response item in the item level reports is not recommended. In addition to proficiency level results, year-to-year comparison of Literacy/Reading selected response comprehension questions is possible. Specifically, the Reading selected response comprehension questions from 2017/18 onward may be compared to the Literacy selected response comprehension questions. Participation rates for the FSA 2021/22 continue to be impacted by the COVID-19 pandemic, potentially effecting results.

FSA 2020/21: Due to the COVID-19 pandemic, the FSA 2020/21 was administered in February 2021 instead of October 2020. It is not advisable to directly compare the 2020/21 results to other years.

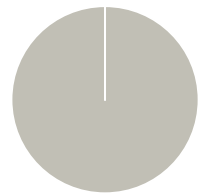
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/assessment/foundation-skills-assessment>

### GRADE 7: ABORIGINAL

School Year	Writers Only		Participation		Emerging		On Track		Extending	
	#	%	#	%	#	%	#	%	#	%
2018/19	77	78	28	36	49	64	0	0		
2019/20	111	86	Msk	Msk	55	50	Msk	Msk		
2020/21	83	66	29	35	54	65	0	0		
2021/22	100	94	56	56	44	44	0	0		
2022/23	110	87	Msk	Msk	58	53	Msk	Msk		

Grade 7: Aboriginal

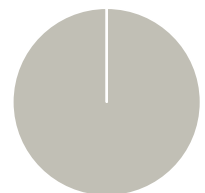


■ Emerging ■ On Track ■ Extending

### GRADE 7: NON-ABORIGINAL

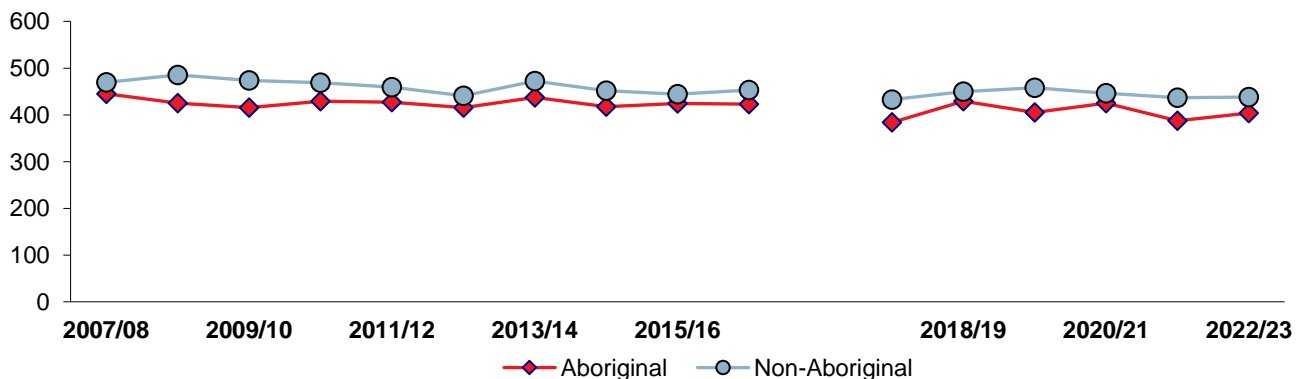
School Year	Writers Only		Participation		Emerging		On Track		Extending	
	#	%	#	%	#	%	#	%	#	%
2018/19	241	80	Msk	Msk	168	70	Msk	Msk		
2019/20	273	88	Msk	Msk	197	72	Msk	Msk		
2020/21	266	81	82	31	171	64	13	5		
2021/22	304	93	Msk	Msk	198	65	Msk	Msk		
2022/23	264	93	Msk	Msk	164	62	Msk	Msk		

Grade 7: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

### Average FSA Scaled Score - Grade 7 Reading/Literacy



## FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 7

BC Residents

FSA 2021/22: Effective October 2021, FSA 2021/22 was updated by renaming Reading to Literacy and eliminating the one Writing question. The FSA now consists of two components: Literacy and Numeracy. Participation rates for the FSA 2021/22 continue to be impacted by the COVID-19 pandemic, potentially effecting results.

FSA 2020/21: Due to the COVID-19 pandemic, the FSA 2020/21 was administered in February 2021 instead of October 2020. It is not advisable to directly compare the 2020/21 results to other years.

The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/assessment/foundation-skills-assessment>

### GRADE 7: ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	77	78	46	60	Msk	Msk	Msk	Msk
2019/20	108	84	74	69	Msk	Msk	Msk	Msk
2020/21	78	62	43	55	Msk	Msk	Msk	Msk
2021/22	96	91	51	53	Msk	Msk	Msk	Msk
2022/23	106	83	65	61	Msk	Msk	Msk	Msk

Grade 7: Aboriginal

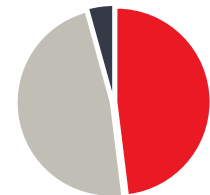


■ Emerging ■ On Track ■ Extending

### GRADE 7: NON-ABORIGINAL

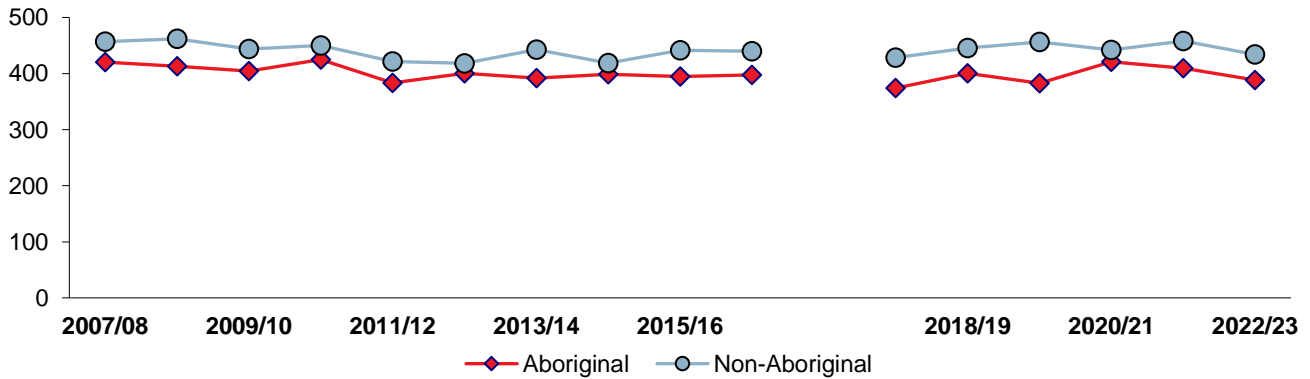
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	242	80	107	44	124	51	11	5
2019/20	269	87	114	42	134	50	21	8
2020/21	273	83	128	47	126	46	19	7
2021/22	302	92	116	38	159	53	27	9
2022/23	256	90	123	48	122	48	11	4

Grade 7: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

### Average FSA Scaled Score - Grade 7 Numeracy



## GRADE 10 NUMERACY ASSESSMENT

BC Residents

British Columbia's assessment system is designed to align with the curriculum. Provincial assessments support a flexible, personalized approach to learning, and measure deeper, complex thinking. In Grade 10, students are required to write cross-curricular assessments in Numeracy and Literacy.

The Grade 10 Numeracy Assessment is a provincial assessment that assesses student proficiency in numeracy. It is a graduation requirement and students take the assessment in their Grade 10 year. The assessment focuses on the application of mathematical concepts learned across multiple subjects from Kindergarten to Grade 10. It requires students to solve problems by using five numeracy processes: interpret, apply, solve, analyze and communicate. For further information, please visit:

<https://curriculum.gov.bc.ca/assessment/grade-10-numeracy-assessment>

### 2018/19 Grade 10 (includes Grade 10 first-time writers only)

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	24	21	Msk	Msk	16	67	Msk	Msk	0	0		
Non-Aboriginal	121	38	34	28	56	46	Msk	Msk	Msk	Msk		

### 2019/20 Grade 10 (includes Grade 10 first-time writers only)

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	24	26	Msk	Msk	13	54	Msk	Msk	0	0		
Non-Aboriginal	87	33	Msk	Msk	33	38	36	41	Msk	Msk		

### 2020/21 Grade 10 (includes Grade 10 first-time writers only)

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	42	43	22	52	Msk	Msk	Msk	Msk	0	0		
Non-Aboriginal	201	77	Msk	Msk	95	47	61	30	Msk	Msk		

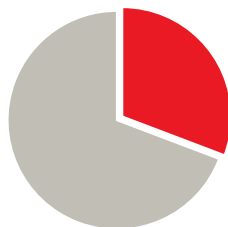
### 2021/22 Grade 10 (includes Grade 10 first-time writers only)

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	43	44	Msk	Msk	24	56	Msk	Msk	0	0		
Non-Aboriginal	181	60	Msk	Msk	73	40	67	37	Msk	Msk		

### 2022/23 Grade 10 (includes Grade 10 first-time writers only)

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	66	58	16	24	36	55	Msk	Msk	Msk	Msk		
Non-Aboriginal	261	80	44	17	106	41	89	34	22	8		

**Numeracy 10 2022/23: Aboriginal**



■ Emerging ■ Developing ■ Proficient or Extending

**Numeracy 10 2022/23: Non-Aboriginal**



■ Emerging ■ Developing ■ Proficient or Extending



## GRADE 10 LITERACY ASSESSMENT

BC Residents

British Columbia's assessment system is designed to align with the curriculum. Provincial assessments support a flexible, personalized approach to learning, and measure deeper, complex thinking. In Grade 10, students are required to write cross-curricular assessments in Numeracy and Literacy.

The Grade 10 Literacy Assessment is a provincial assessment that assesses student proficiency in Literacy. This assessment was introduced in 2019/20 school year. It is a graduation requirement and students take the assessment in their Grade 10 year. It assesses students' ability to use critical thinking and analysis to make meaning from a diverse array of texts. The assessment is not based on a particular course, but on learning across multiple subjects, from kindergarten to Grade 10. It also assesses the ability of students to communicate their ideas. For further information, please visit:

<https://curriculum.gov.bc.ca/assessment/literacy-assessment/grade-10-literacy-assessment>

### 2019/20 Grade 10 (includes Grade 10 first-time writers only)

School Year	Writers only #	Participation %	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	29	32	0	0	Msk	Msk	15	52	Msk	Msk
Non-Aboriginal	128	48	Msk	Msk	33	26	91	71	Msk	Msk

### 2020/21 Grade 10 (includes Grade 10 first-time writers only)

School Year	Writers only #	Participation %	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	46	47	10	22	17	37	19	41	0	0
Non-Aboriginal	188	72	12	6	49	26	108	57	19	10

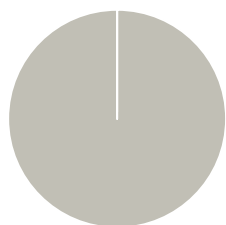
### 2021/22 Grade 10 (includes Grade 10 first-time writers only)

School Year	Writers only #	Participation %	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	56	57	Msk	Msk	Msk	Msk	37	66	0	0
Non-Aboriginal	224	74	Msk	Msk	50	22	155	69	Msk	Msk

### 2022/23 Grade 10 (includes Grade 10 first-time writers only)

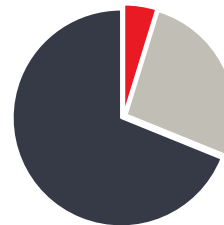
School Year	Writers only #	Participation %	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	80	70	Msk	Msk	35	44	34	43	Msk	Msk
Non-Aboriginal	273	84	13	5	72	26	169	62	19	7

Literacy 10 2022/23: Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

Literacy 10 2022/23: Non-Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

## GRADE 12 LITERACY ASSESSMENT

**BC Residents**

British Columbia's assessment system is designed to align with the curriculum. Provincial assessments support a flexible, personalized approach to learning, and measure deeper, complex thinking. In Grade 12, students are required to write cross-curricular assessments in Literacy.

The Grade 12 Literacy Assessment is a provincial measure that assesses student proficiency in Literacy. It is a graduation requirement and completed during students' Grade 12 year. This assessment was introduced in 2021/22 school year. It assesses students' ability to use critical and reflective thinking and analysis to make meaning from a diverse array of texts. It also assesses the ability of students to communicate their ideas, or those found in the texts. The assessment is not based on a particular subject matter or course, but rather on learning across multiple subjects from kindergarten to Grade 12. For further information, please visit:

<https://curriculum.gov.bc.ca/assessment/literacy-assessment/grade-12-literacy-assessment>

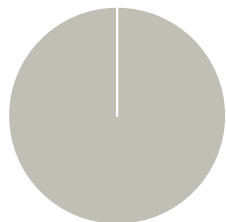
### 2021/22 Grade 12 (includes Grade 12 first-time writers only)

School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	68	56	Msk	Msk	22	32	37	54	Msk	Msk		
Non-Aboriginal	233	80	Msk	Msk	51	22	154	66	Msk	Msk		

### 2022/23 Grade 12 (includes Grade 12 first-time writers only)

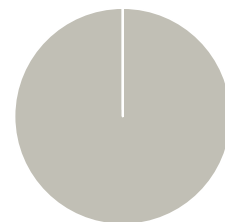
School Year	Writers only		Participation		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	50	45	Msk	Msk	13	26	30	60	Msk	Msk		
Non-Aboriginal	247	81	Msk	Msk	46	19	156	63	Msk	Msk		

**Literacy 12 2022/23: Aboriginal**



■ Emerging ■ Developing ■ Proficient or Extending

**Literacy 12 2022/23: Non-Aboriginal**



■ Emerging ■ Developing ■ Proficient or Extending

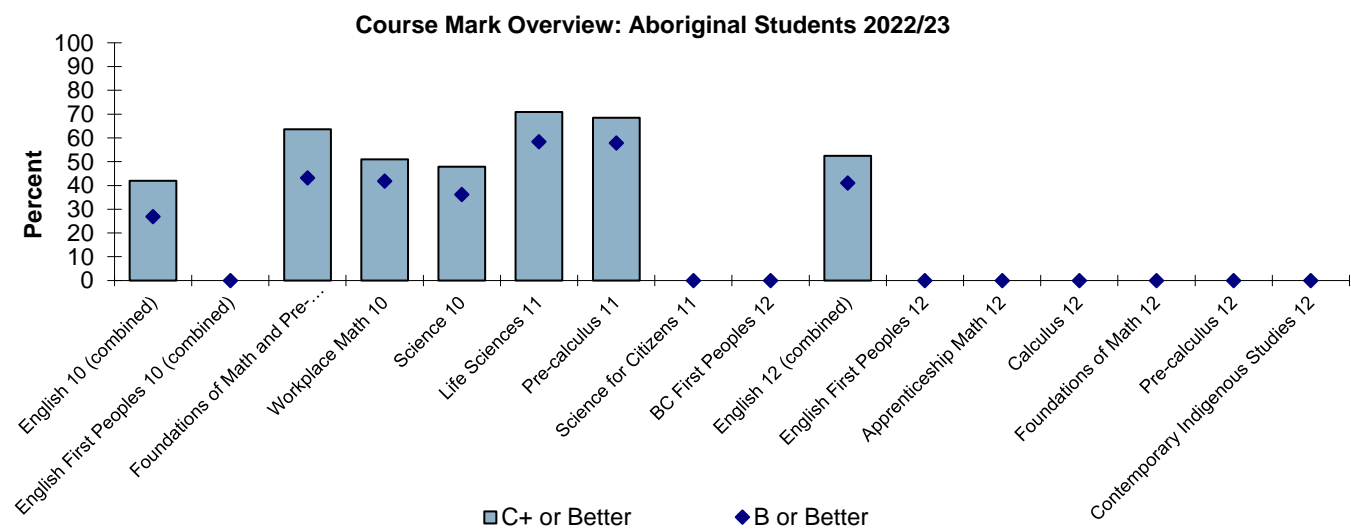
## COURSE MARK RESULTS 2022/23: OVERVIEW

BC Residents

British Columbia's redesigned curriculum brings together two features that most educators agree are essential for 21st-century learning: a concept-based approach to learning and a focus on the development of competencies, to foster deeper, more transferable learning. These approaches complement each other because of their common focus on active engagement of students. The redesign of curriculum maintains a focus on sound foundations of literacy and numeracy while supporting the development of citizens who are capable thinkers and communicators, and who are personally and socially competent in all areas of their lives.

When drafting curricula, the First Peoples Principles of Learning provided a crucial lens for teacher teams, and all curriculum teams included Aboriginal representation. The teams put great effort into embedding Aboriginal knowledge and worldviews in curriculum in authentic and meaningful ways. Curriculum material was reviewed by Ministry staff as well as by Aboriginal teachers and other experts such as the First Nations Education Steering Committee (FNESC).

	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better #	%	B or Better #	%	Course Mark Count #	C+ or Better #	%	B or Better #	%
English 10 (combined)*	179	75	42	48	27	627	432	69	341	54
English First Peoples 10 (combined)*	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
Foundations of Math and Pre-calculus 10	44	28	64	19	43	218	152	70	129	59
Workplace Math 10	55	28	51	23	42	112	51	46	32	29
Science 10	94	45	48	34	36	301	192	64	165	55
Life Sciences 11	24	17	71	14	58	124	88	71	76	61
Pre-calculus 11	19	13	68	11	58	152	95	63	76	50
Science for Citizens 11	10	Msk	Msk	Msk	Msk	41	27	66	25	61
BC First Peoples 12	-	-	-	-	-	-	-	-	-	-
English 12 (combined)*	61	32	52	25	41	270	203	75	170	63
English First Peoples 12	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
Apprenticeship Math 12	-	-	-	-	-	Msk	Msk	Msk	Msk	Msk
Calculus 12	Msk	Msk	Msk	Msk	Msk	16	12	75	11	69
Foundations of Math 12	Msk	Msk	Msk	Msk	Msk	12	Msk	Msk	Msk	Msk
Pre-calculus 12	Msk	Msk	Msk	Msk	Msk	63	49	78	47	75
Contemporary Indigenous Studies 12	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-



**Note:**

For combined courses (as marked), the course mark count will be greater than the student count.  
 English 10 (combined) includes Composition 10, Creative Writing 10, Literary Studies 10, New Media 10 and Spoken Language 10.  
 English First Peoples 10 (combined) includes EFP Literary Studies 10, EFP New Media 10, EFP Spoken Language 10 and EFP Writing 10.  
 English 12 (combined) includes Composition 12, Creative Writing 12, English Studies 12, Literary Studies 12, New Media 12 and Spoken Language 12.

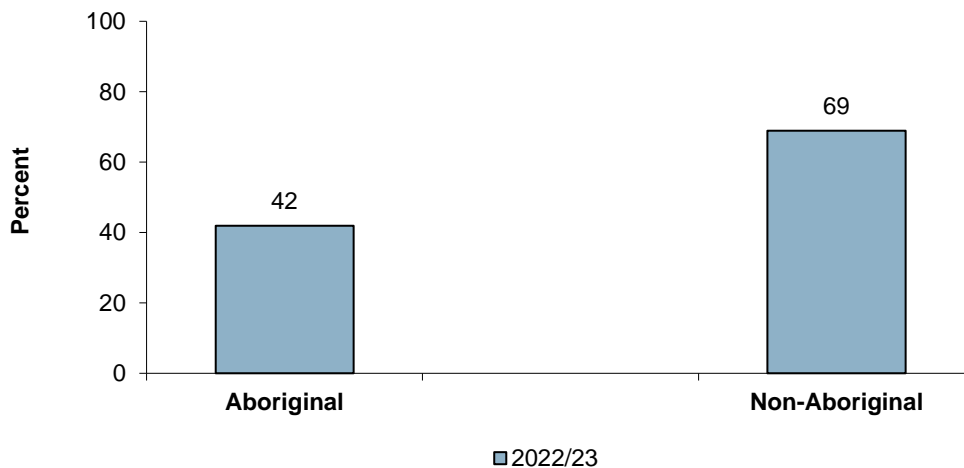
## COURSE MARKS: ENGLISH 10 (COMBINED)

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	316	177	56	136	43	963	713	74	560	58
2020/21	143	74	52	45	31	485	402	83	313	65
2021/22	167	101	60	81	49	602	456	76	382	63
2022/23	179	75	42	48	27	627	432	69	341	54

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 10	Course Mark Count		Course Mark Count #	Total Gr 10	Course Mark Count			
		Students * #	Gr 10 #	Non-Gr 10 #		Students * #	Gr 10 #	Non-Gr 10 #		
2019/20	316	94	264	52	963	269	885	78		
2020/21	143	102	124	19	485	268	458	27		
2021/22	167	101	144	23	602	306	557	45		
2022/23	179	118	161	18	627	331	579	48		

**English 10 (combined): C+ or Better**



**Note:**

\* Data represent only those students who are enrolled and in attendance in September or February of year indicated.  
 English 10 (combined) includes Composition 10, Creative Writing 10, Literary Studies 10, New Media 10 and Spoken Language 10.  
 These courses carry 2 credits each and students are expected to take 2 courses.

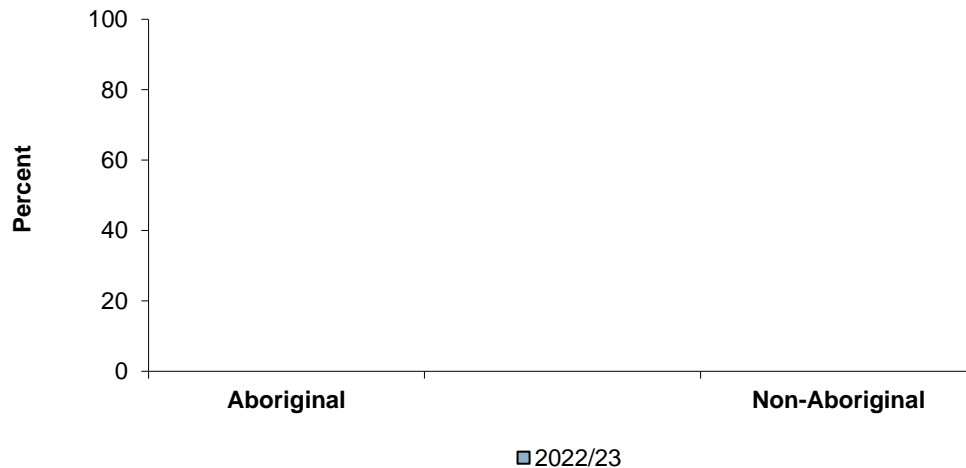
## COURSE MARKS: ENGLISH FIRST PEOPLES 10 (COMBINED)

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	57	32	56	24	42	180	137	76	106	59
2020/21	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-
2021/22	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-
2022/23	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 10 Students *	Course Mark Count		Course Mark Count #	Total Gr 10 Students *	Course Mark Count		
			Gr 10 #	Non-Gr 10 #			Gr 10 #	Non-Gr 10 #	
2019/20	57	94	Msk	Msk	180	269	167	13	
2020/21	Msk	102	Msk	Msk	-	268	-	-	
2021/22	Msk	101	Msk	Msk	-	306	-	-	
2022/23	Msk	118	Msk	Msk	Msk	331	Msk	Msk	

**English First Peoples 10 (combined): C+ or Better**



**Note:**

\* Data represent only those students who are enrolled and in attendance in September or February of year indicated. English First Peoples 10 (Combined) includes EFP Literary Studies 10, EFP New Media 10, EFP Spoken Language 10 and EFP Writing 10.

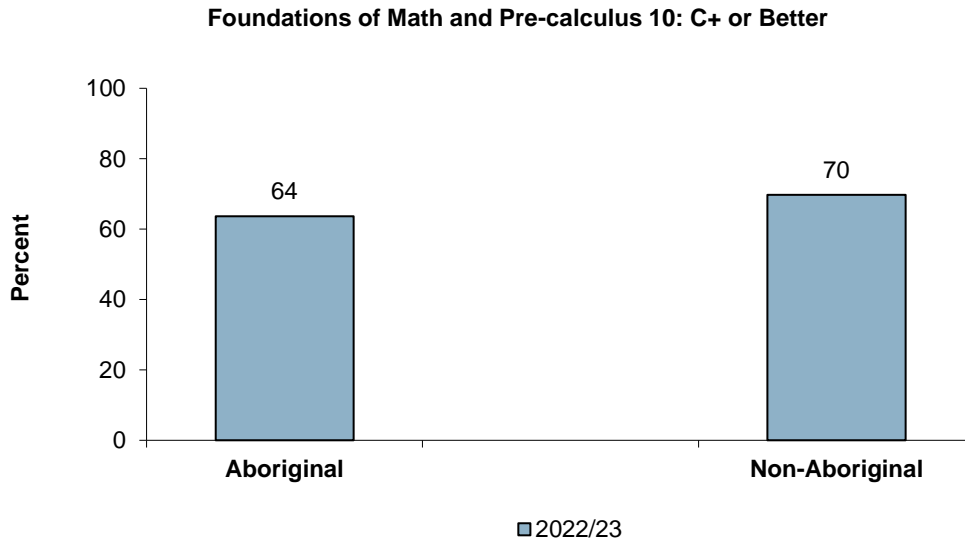
These courses carry 2 credits each and students are expected to take 2 courses.

## COURSE MARKS: FOUNDATIONS OF MATH AND PRE-CALCULUS 10

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	99	59	60	43	43	433	288	67	239	55
2020/21	40	19	48	17	43	214	155	72	128	60
2021/22	41	21	51	16	39	220	154	70	134	61
2022/23	44	28	64	19	43	218	152	70	129	59

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 10 Students * #	Course Mark Count		Course Mark Count #	Total Gr 10 Students * #	Course Mark Count		
			Gr 10 #	Non-Gr 10 #			Gr 10 #	Non-Gr 10 #	
2019/20	99	94	85	14	433	269	408	25	
2020/21	40	102	Msk	Msk	214	268	201	13	
2021/22	41	101	Msk	Msk	220	306	202	18	
2022/23	44	118	Msk	Msk	218	331	193	25	



**Note:**

\* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

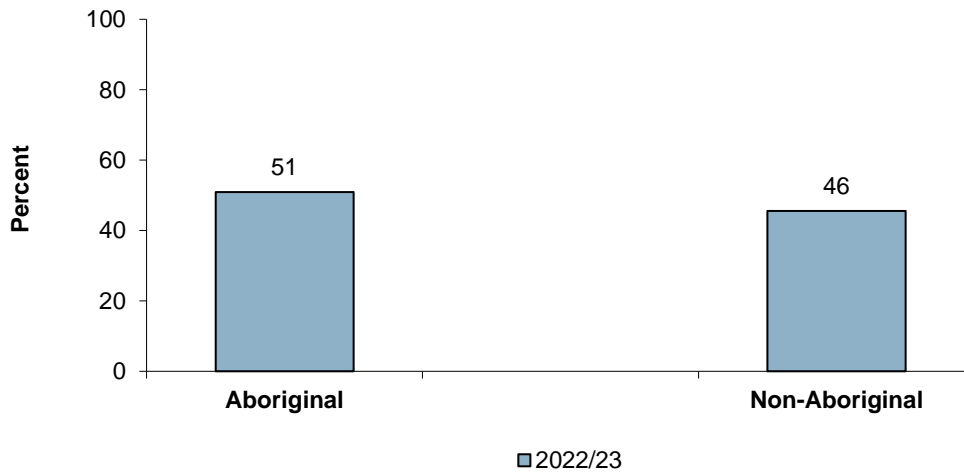
## COURSE MARKS: WORKPLACE MATH 10

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	81	35	43	25	31	142	62	44	47	33
2020/21	55	27	49	21	38	70	44	63	35	50
2021/22	59	29	49	21	36	93	48	52	41	44
2022/23	55	28	51	23	42	112	51	46	32	29

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 10	Course Mark Count		Course Mark Count #	Total Gr 10	Course Mark Count			
		Students * #	Gr 10 #	Non-Gr 10 #		Students * #	Gr 10 #	Non-Gr 10 #		
2019/20	81	94	55	26	142	269	93	49		
2020/21	55	102	37	18	70	268	53	17		
2021/22	59	101	38	21	93	306	75	18		
2022/23	55	118	40	15	112	331	91	21		

**Workplace Math 10: C+ or Better**



**Note:**

\* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

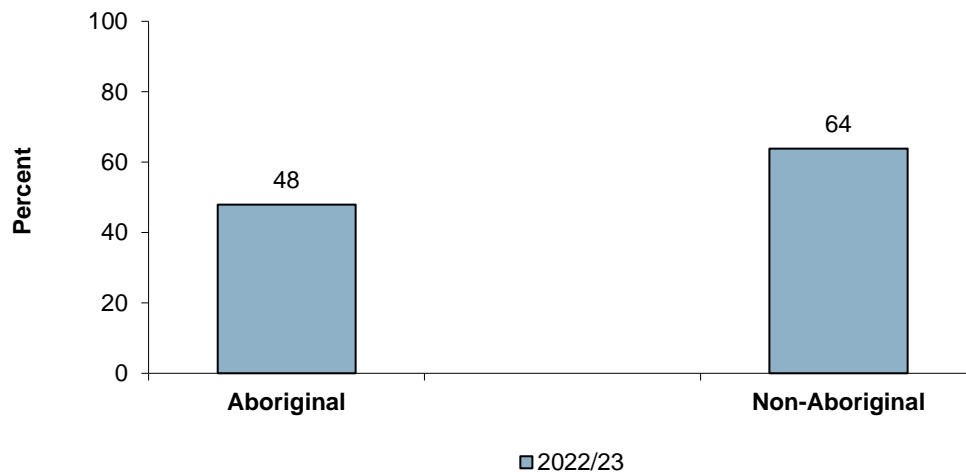
## COURSE MARKS: SCIENCE 10

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	172	86	50	66	38	558	380	68	326	58
2020/21	78	37	47	22	28	259	180	69	153	59
2021/22	92	47	51	41	45	302	210	70	181	60
2022/23	94	45	48	34	36	301	192	64	165	55

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 10	Course Mark Count		Course Mark Count #	Total Gr 10	Course Mark Count		
		Students * #	Gr 10 #	Non-Gr 10 #		Students * #	Gr 10 #	Non-Gr 10 #	
2019/20	172	94	145	27	558	269	502	56	
2020/21	78	102	61	17	259	268	238	21	
2021/22	92	101	75	17	302	306	281	21	
2022/23	94	118	77	17	301	331	279	22	

**Science 10: C+ or Better**



**Note:**

\* Data represent only those students who are enrolled and in attendance in September or February of year indicated.



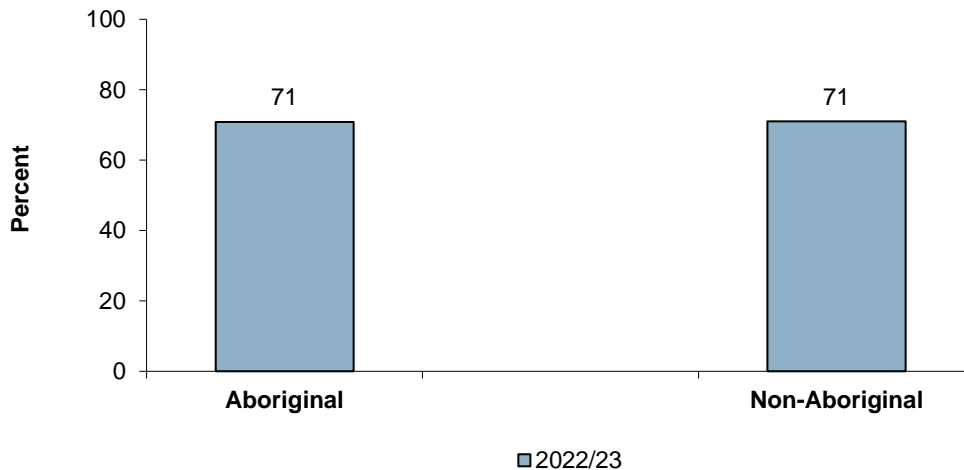
## COURSE MARKS: LIFE SCIENCES 11

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	35	21	60	17	49	130	94	72	85	65
2020/21	28	19	68	18	64	131	110	84	97	74
2021/22	26	18	69	13	50	89	68	76	58	65
2022/23	24	17	71	14	58	124	88	71	76	61

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 11	Course Mark Count		Course Mark Count #	Total Gr 11	Course Mark Count			
		Students * #	Gr 11 #	Non-Gr 11 #		Students * #	Gr 11 #	Non-Gr 11 #		
2019/20	35	118	Msk	Msk	130	322	99	31		
2020/21	28	101	Msk	Msk	131	282	94	37		
2021/22	26	102	Msk	Msk	89	275	78	11		
2022/23	24	95	Msk	Msk	124	319	101	23		

**Life Sciences 11: C+ or Better**



**Note:**

\* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

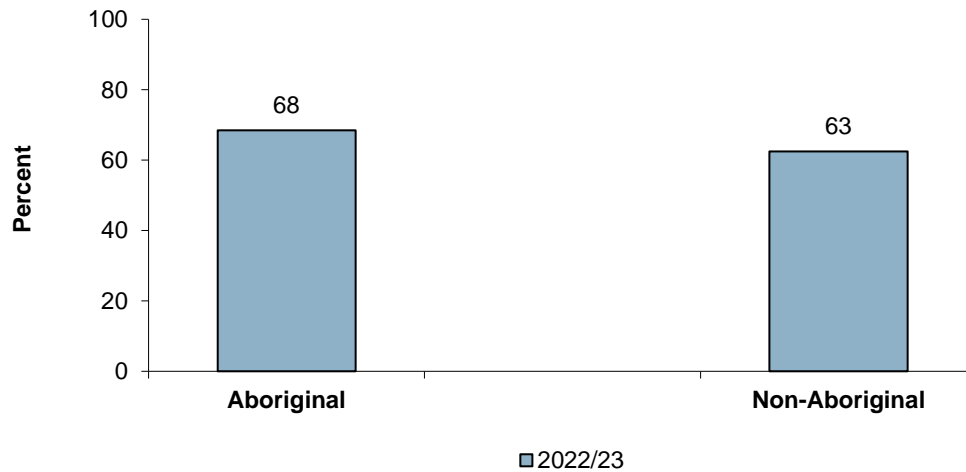
## COURSE MARKS: PRE-CALCULUS 11

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	47	39	83	26	55	285	233	82	210	74
2020/21	22	18	82	17	77	158	132	84	117	74
2021/22	20	12	60	10	50	123	88	72	75	61
2022/23	19	13	68	11	58	152	95	63	76	50

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 11	Course Mark Count		Course Mark Count #	Total Gr 11	Course Mark Count			
		Students * #	Gr 11 #	Non-Gr 11 #		Students * #	Gr 11 #	Non-Gr 11 #		
2019/20	47	118	Msk	Msk	285	322	261	24		
2020/21	22	101	Msk	Msk	158	282	130	28		
2021/22	20	102	Msk	Msk	123	275	109	14		
2022/23	19	95	Msk	Msk	152	319	130	22		

**Pre-calculus 11: C+ or Better**



**Note:**

\* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

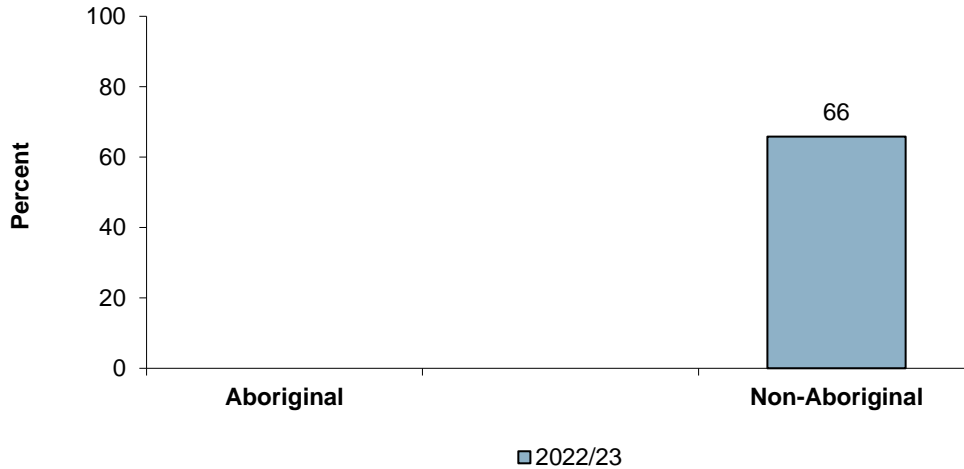
## COURSE MARKS: SCIENCE FOR CITIZENS 11

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	Msk	Msk	Msk	Msk	Msk	24	Msk	Msk	Msk	Msk
2020/21	10	Msk	Msk	Msk	Msk	14	Msk	Msk	Msk	Msk
2021/22	Msk	Msk	Msk	Msk	Msk	25	20	80	17	68
2022/23	10	Msk	Msk	Msk	Msk	41	27	66	25	61

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 11 Students *	Course Mark Count		Course Mark Count #	Total Gr 11 Students *	Course Mark Count		
			Gr 11 #	Non-Gr 11 #			Gr 11 #	Non-Gr 11 #	
2019/20	Msk	118	Msk	Msk	24	322	14	10	
2020/21	10	101	10	0	14	282	Msk	Msk	
2021/22	Msk	102	Msk	Msk	25	275	Msk	Msk	
2022/23	10	95	Msk	Msk	41	319	Msk	Msk	

**Science for Citizens 11: C+ or Better**



**Note:**

\* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

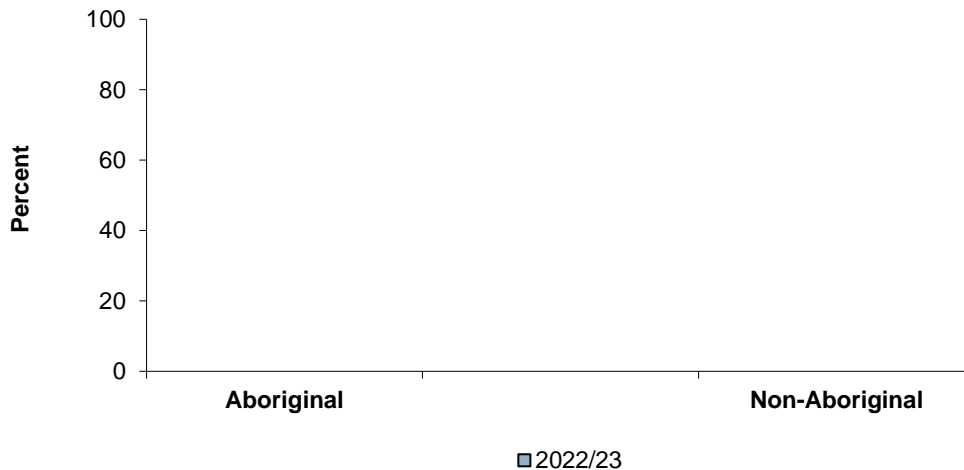
## COURSE MARKS: BC FIRST PEOPLES 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	-	-	-	-	-	-	-	-	-	-
2020/21	-	-	-	-	-	-	-	-	-	-
2021/22	-	-	-	-	-	-	-	-	-	-
2022/23	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 12	Course Mark Count		Course Mark Count #	Total Gr 12	Course Mark Count			
		Students *	Gr 12	Non-Gr 12		Students *	Gr 12	Non-Gr 12		
2019/20	-	138	-	-	-	400	-	-		
2020/21	-	154	-	-	-	372	-	-		
2021/22	-	131	-	-	-	304	-	-		
2022/23	-	117	-	-	-	311	-	-		

### BC First Peoples 12: C+ or Better



**Note:**

\* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

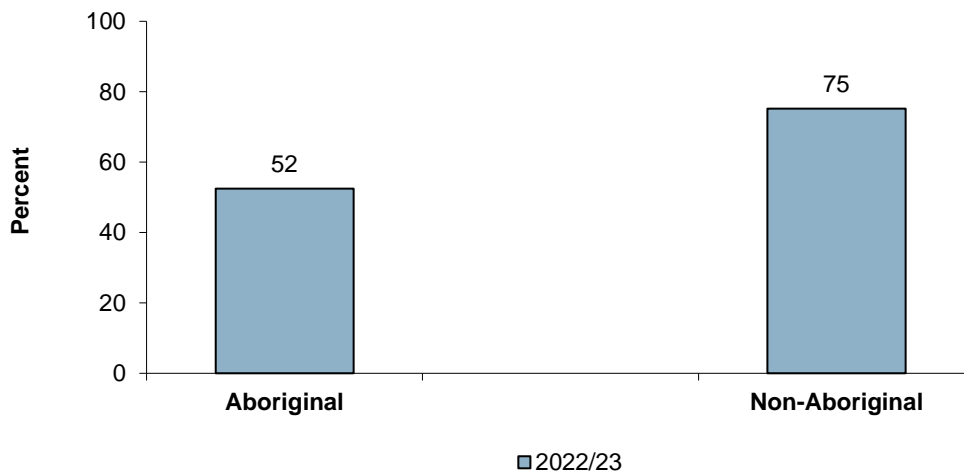
## COURSE MARKS: ENGLISH 12 (COMBINED)

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	81	57	70	42	52	330	265	80	220	67
2020/21	97	76	78	57	59	310	273	88	239	77
2021/22	72	45	63	35	49	231	189	82	153	66
2022/23	61	32	52	25	41	270	203	75	170	63

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 12	Course Mark Count		Course Mark Count #	Total Gr 12	Course Mark Count			
		Students * #	Gr 12 #	Non-Gr 12 #		Students * #	Gr 12 #	Non-Gr 12 #		
2019/20	81	138	Msk	Msk	330	400	313	17		
2020/21	97	154	Msk	Msk	310	372	291	19		
2021/22	72	131	Msk	Msk	231	304	Msk	Msk		
2022/23	61	117	Msk	Msk	270	311	259	11		

**English 12 (combined): C+ or Better**



**Note:**

\* Data represent only those students who are enrolled and in attendance in September or February of year indicated.  
 English 12 (combined) includes Composition 12, Creative Writing 12, English Studies 12, Literary Studies 12, New Media 12 and Spoken Language 12.

English Studies 12 or English First Peoples 12 is required for all students. All other English 12 course offerings are available as electives.

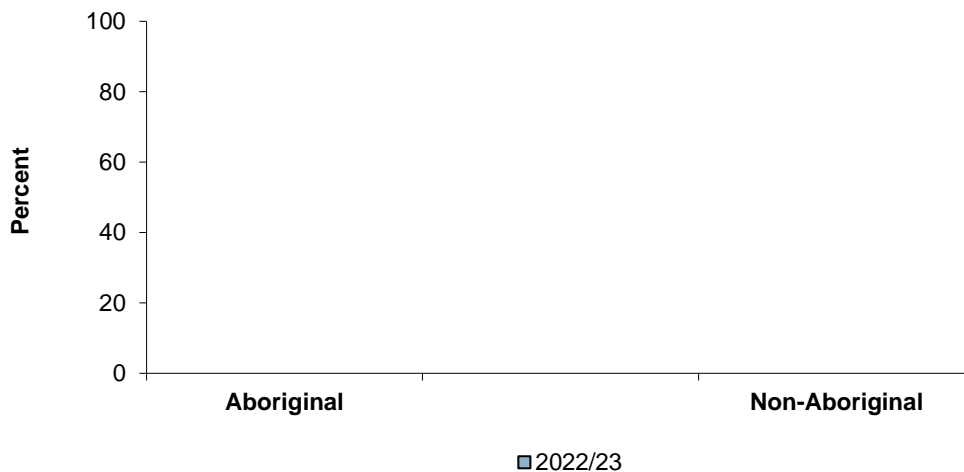
## COURSE MARKS: ENGLISH FIRST PEOPLES 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	-	-	-	-	-	-	-	-	-	-
2020/21	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	15	Msk	Msk	Msk	Msk	20	20	100	17	85
2022/23	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 12	Course Mark Count		Course Mark Count #	Total Gr 12	Course Mark Count		
		Students * #	Gr 12 #	Non-Gr 12 #		Students * #	Gr 12 #	Non-Gr 12 #	
2019/20	-	138	-	-	-	400	-	-	
2020/21	Msk	154	Msk	Msk	Msk	372	Msk	Msk	
2021/22	15	131	Msk	Msk	20	304	20	0	
2022/23	Msk	117	Msk	Msk	Msk	311	Msk	Msk	

**English First Peoples 12: C+ or Better**



**Note:**

\* Data represent only those students who are enrolled and in attendance in September or February of year indicated. English Studies 12 or English First Peoples 12 is required for all students. All other English 12 course offerings are available as electives.

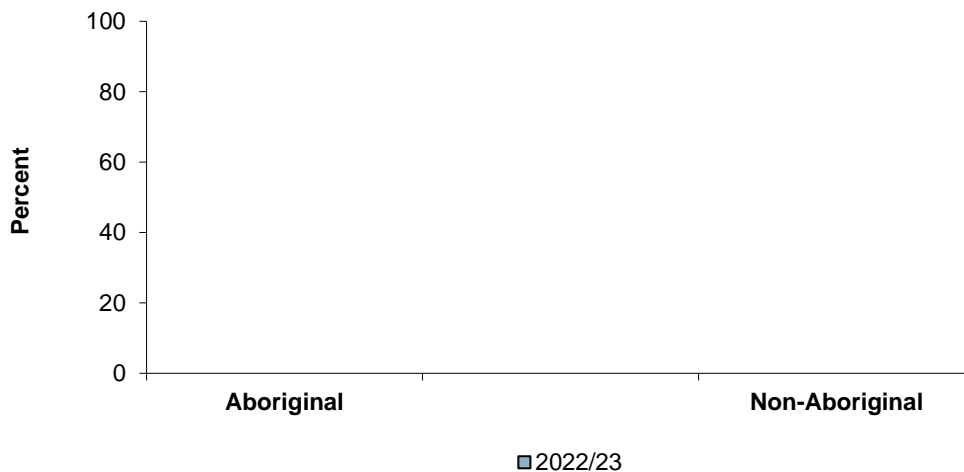
## COURSE MARKS: APPRENTICESHIP MATH 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	-	-	-	-	-	-	-	-	-	-
2020/21	-	-	-	-	-	Msk	Msk	Msk	Msk	Msk
2021/22	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	-	-	-	-	-	Msk	Msk	Msk	Msk	Msk

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 12	Course Mark Count		Course Mark Count #	Total Gr 12	Course Mark Count		
		Students * #	Gr 12 #	Non-Gr 12 #		Students * #	Gr 12 #	Non-Gr 12 #	
2019/20	-	138	-	-	-	400	-	-	
2020/21	-	154	-	-	Msk	372	Msk	Msk	
2021/22	Msk	131	Msk	Msk	Msk	304	Msk	Msk	
2022/23	-	117	-	-	Msk	311	Msk	Msk	

**Apprenticeship Math 12: C+ or Better**



**Note:**

\* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

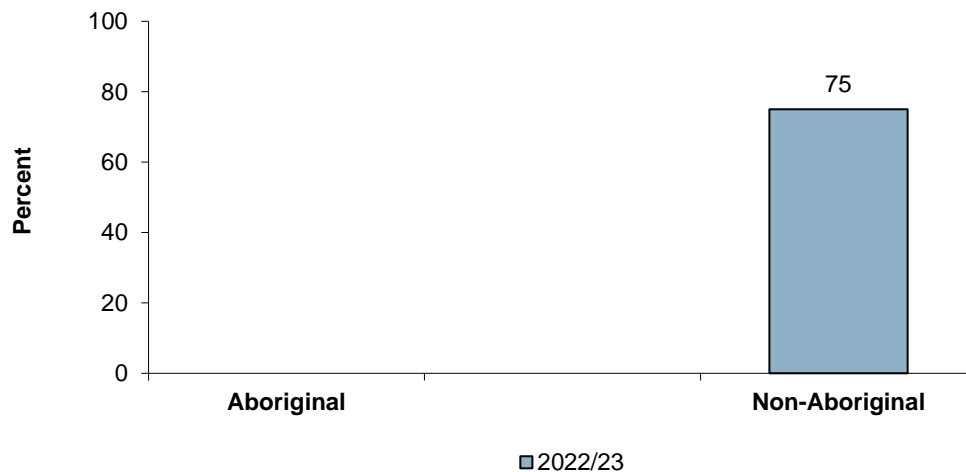
## COURSE MARKS: CALCULUS 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	Msk	Msk	Msk	Msk	Msk	22	18	82	18	82
2020/21	-	-	-	-	-	20	19	95	19	95
2021/22	-	-	-	-	-	Msk	Msk	Msk	Msk	Msk
2022/23	Msk	Msk	Msk	Msk	Msk	16	12	75	11	69

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count			
			Gr 12 #	Non-Gr 12 #			Gr 12 #	Non-Gr 12 #		
2019/20	Msk	138	Msk	Msk	22	400	22	0		
2020/21	-	154	-	-	20	372	20	0		
2021/22	-	131	-	-	Msk	304	Msk	Msk		
2022/23	Msk	117	Msk	Msk	16	311	Msk	Msk		

**Calculus 12: C+ or Better**



**Note:**

\* Data represent only those students who are enrolled and in attendance in September or February of year indicated.



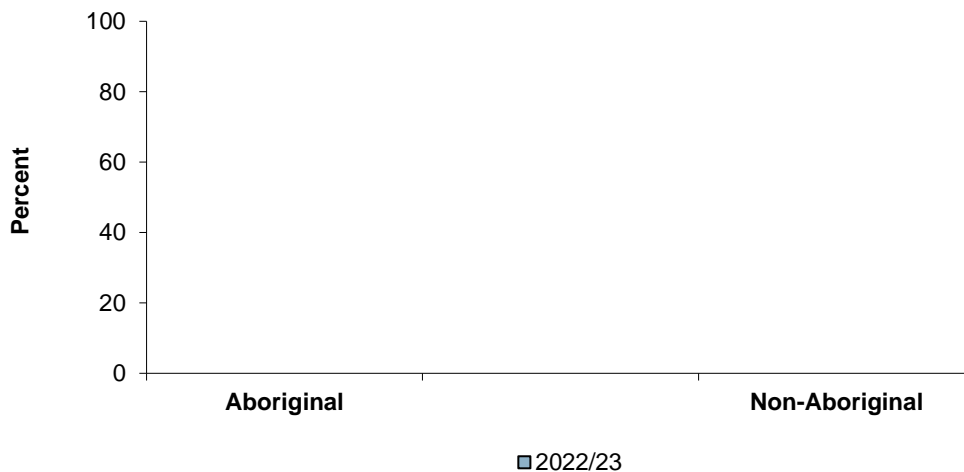
## COURSE MARKS: FOUNDATIONS OF MATH 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	Msk	Msk	Msk	Msk	Msk	32	25	78	20	63
2020/21	Msk	Msk	Msk	Msk	Msk	30	28	93	23	77
2021/22	Msk	Msk	Msk	Msk	Msk	18	14	78	11	61
2022/23	Msk	Msk	Msk	Msk	Msk	12	Msk	Msk	Msk	Msk

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 12	Course Mark Count		Course Mark Count #	Total Gr 12	Course Mark Count			
		Students * #	Gr 12 #	Non-Gr 12 #		Students * #	Gr 12 #	Non-Gr 12 #		
2019/20	Msk	138	Msk	Msk	32	400	Msk	Msk		
2020/21	Msk	154	Msk	Msk	30	372	30	0		
2021/22	Msk	131	Msk	Msk	18	304	Msk	Msk		
2022/23	Msk	117	Msk	Msk	12	311	Msk	Msk		

**Foundations of Math 12: C+ or Better**



**Note:**

\* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

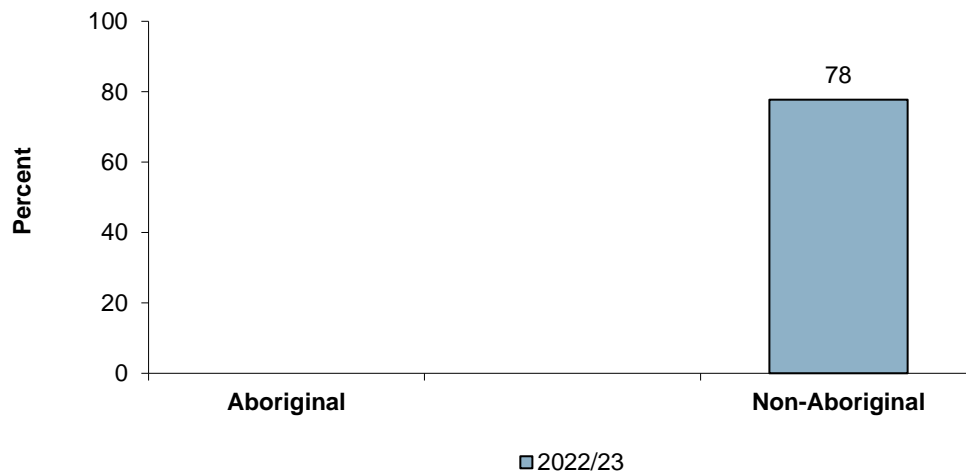
## COURSE MARKS: PRE-CALCULUS 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	17	13	76	13	76	103	84	82	74	72
2020/21	13	11	85	10	77	110	98	89	88	80
2021/22	12	Msk	Msk	Msk	Msk	78	63	81	52	67
2022/23	Msk	Msk	Msk	Msk	Msk	63	49	78	47	75

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count		
			Gr 12 #	Non-Gr 12 #			Gr 12 #	Non-Gr 12 #	
2019/20	17	138	Msk	Msk	103	400	92	11	
2020/21	13	154	13	0	110	372	Msk	Msk	
2021/22	12	131	Msk	Msk	78	304	Msk	Msk	
2022/23	Msk	117	Msk	Msk	63	311	Msk	Msk	

**Pre-calculus 12: C+ or Better**



**Note:**

\* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

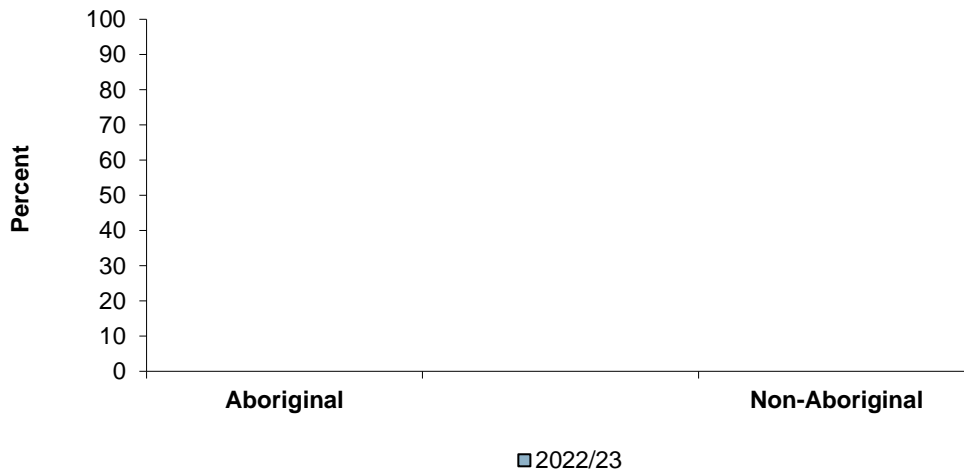
## COURSE MARKS: CONTEMPORARY INDIGENOUS STUDIES 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	-	-	-	-	-	-	-	-	-	-
2020/21	-	-	-	-	-	-	-	-	-	-
2021/22	-	-	-	-	-	-	-	-	-	-
2022/23	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 12	Course Mark Count		Course Mark Count #	Total Gr 12	Course Mark Count			
		Students * #	Gr 12 #	Non-Gr 12 #		Students * #	Gr 12 #	Non-Gr 12 #		
2019/20	-	138	-	-	-	400	-	-		
2020/21	-	154	-	-	-	372	-	-		
2021/22	-	131	-	-	-	304	-	-		
2022/23	Msk	117	Msk	Msk	-	311	-	-		

**Contemporary Indigenous Studies 12: C+ or Better**



**Note:**

\* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

## FIRST NATIONS LANGUAGES COURSES (GRADE 10 - 12) 2018/19 - 2022/23

BC Residents

There are many First Nations languages in British Columbia for which curricula have been developed and Ministry approved through the Provincial Languages Template development process.

<https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/resources-for-teachers/curriculum/indigenous-languages>

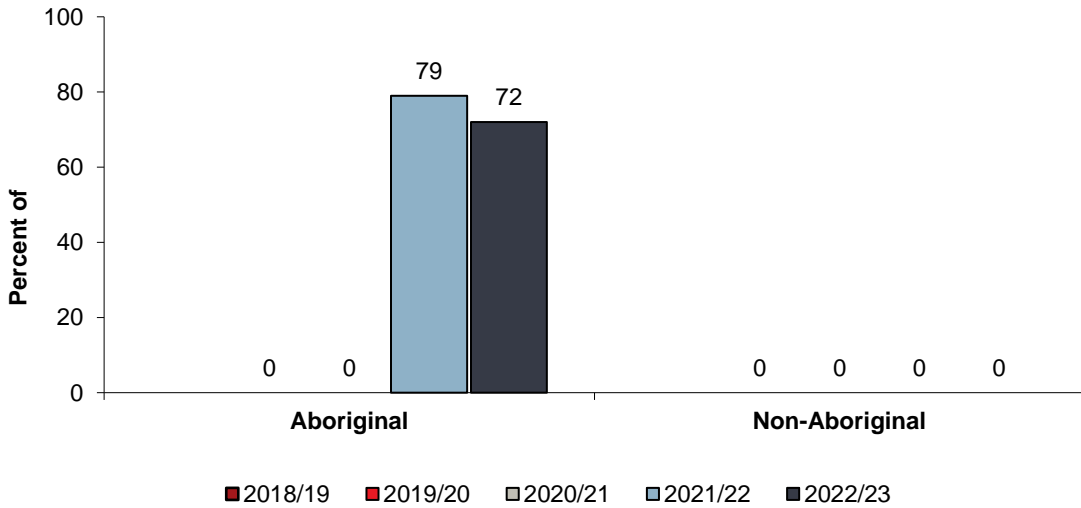
There are currently 20 approved First Nations languages courses. Courses where no students were enrolled during the 2022/23 school year are omitted from the following listing. Some school districts may offer other Aboriginal language courses, which are not covered in this report.

School Year	Course Mark Count #	Aboriginal				Course Mark Count #	Non-Aboriginal				
		C+ or Better		B or Better			C+ or Better		B or Better		
		#	%	#	%		#	%	#	%	
2018/19	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2019/20	12	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2020/21	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-	-
2021/22	19	15	79	15	79	-	-	-	-	-	-
2022/23	25	18	72	15	60	-	-	-	-	-	-

**List of First Nations Languages Courses in District:**

Kwak'wala

**First Nations Languages Courses: C+ or Better**



**Note:**

- ' represents No data

The First Nations languages in this report are listed as they are represented in Integrated Resource Packages submitted to the Ministry of Education and Child Care for curriculum approval. The Ministry acknowledges that the spelling for these languages may not reflect how a First Nation currently represents their language.

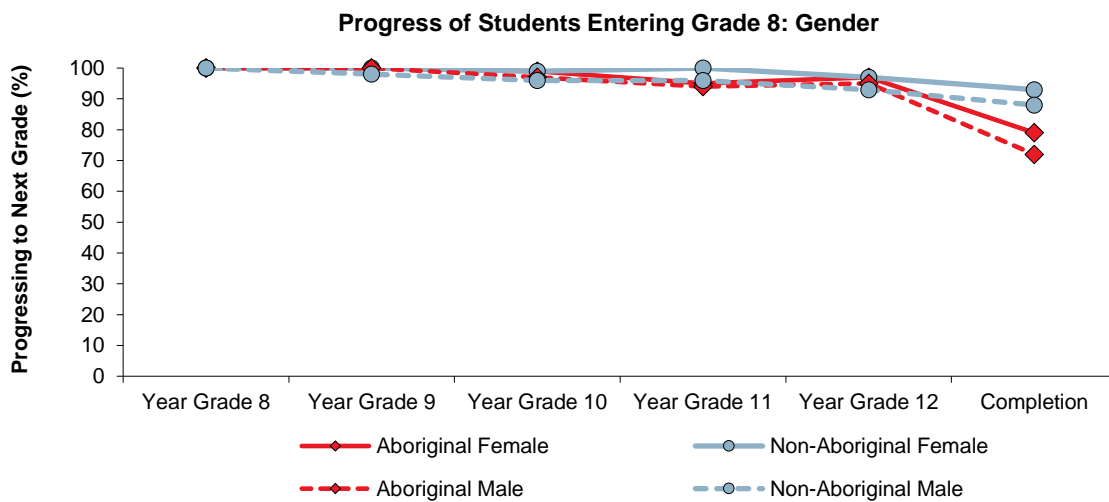
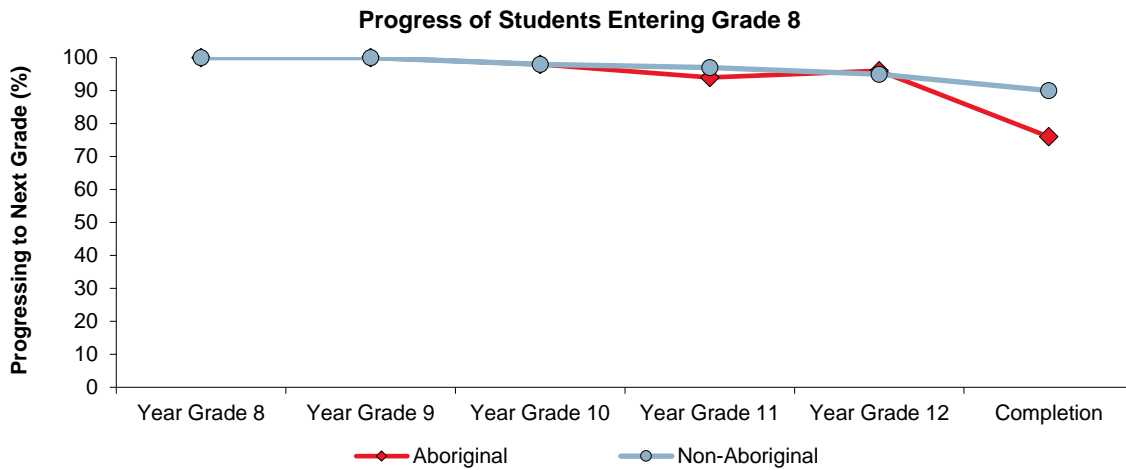
## PROGRESS OF STUDENTS ENTERING GRADE 8

BC Residents

The data represent a cohort of students as they progress from Grade 8 through to Grade 12 completion. Each year out-migration estimates are factored in. If a student leaves for another district, that student's information will be reported in the new district's cohort information. (Grade transition includes transitions to a higher grade in any B.C. Public or Independent school.)

### PROGRESS OF STUDENTS ENTERING GRADE 8 IN SEPTEMBER 2017

School Year	Year	Aboriginal			Non-Aboriginal		
		All Students %	Female %	Male %	All Students %	Female %	Male %
2017/18	Grade 8	100	100	100	100	100	100
	Grade 9	100	100	100	100	100	98
	Grade 10	98	99	97	98	99	96
	Grade 11	94	95	94	97	100	96
	Grade 12	96	97	95	95	97	93
2022/23	Completion	76	79	72	90	93	88



## FIVE-YEAR COMPLETION RATE, 2018/19 - 2022/23

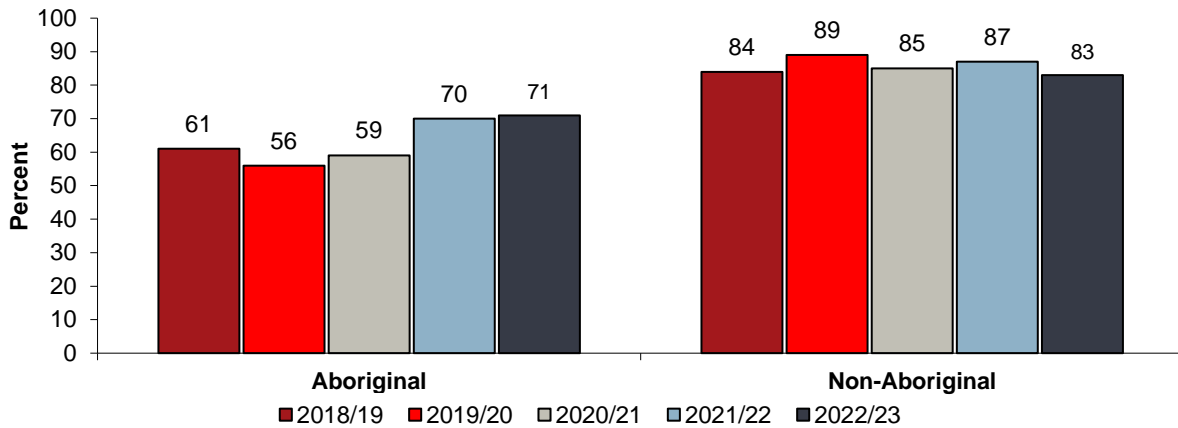
BC Residents

The five-year completion rate is the percent of Grade 8 students who graduate with a B.C. Certificate of Graduation ("Dogwood") or a B.C. Adult Graduation Diploma ("Adult Dogwood"), within five years from the first time they enrol in Grade 8, adjusted for migration in and out of B.C. It is not the inverse of a "dropout rate" as students may graduate after the five-year period.

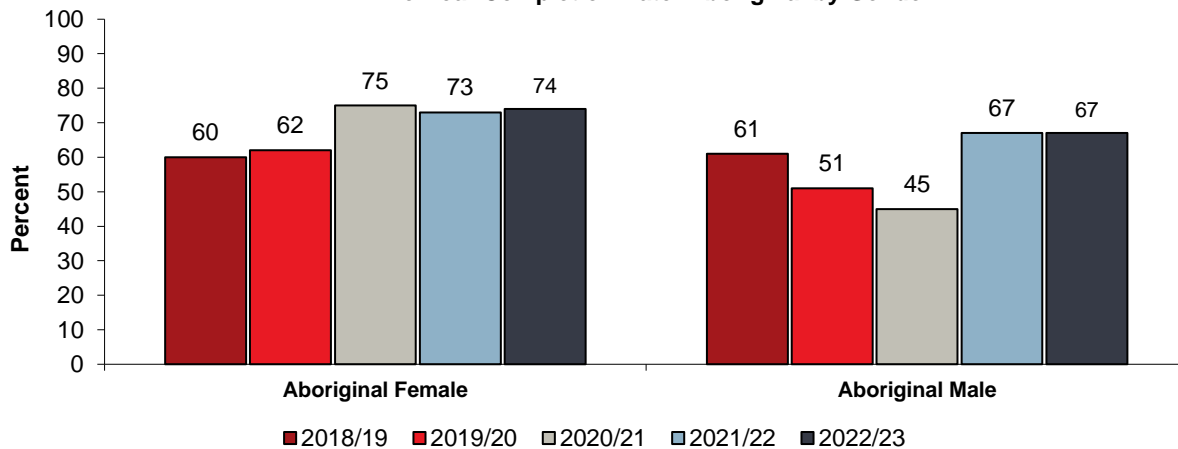
### FIVE-YEAR COMPLETION RATE

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2018/19	61	60	61	84	87	81
2019/20	56	62	51	89	87	90
2020/21	59	75	45	85	85	84
2021/22	70	73	67	87	87	87
2022/23	71	74	67	83	87	79

**Five-Year Completion Rate: Aboriginal/Non-Aboriginal**



**Five-Year Completion Rate: Aboriginal by Gender**



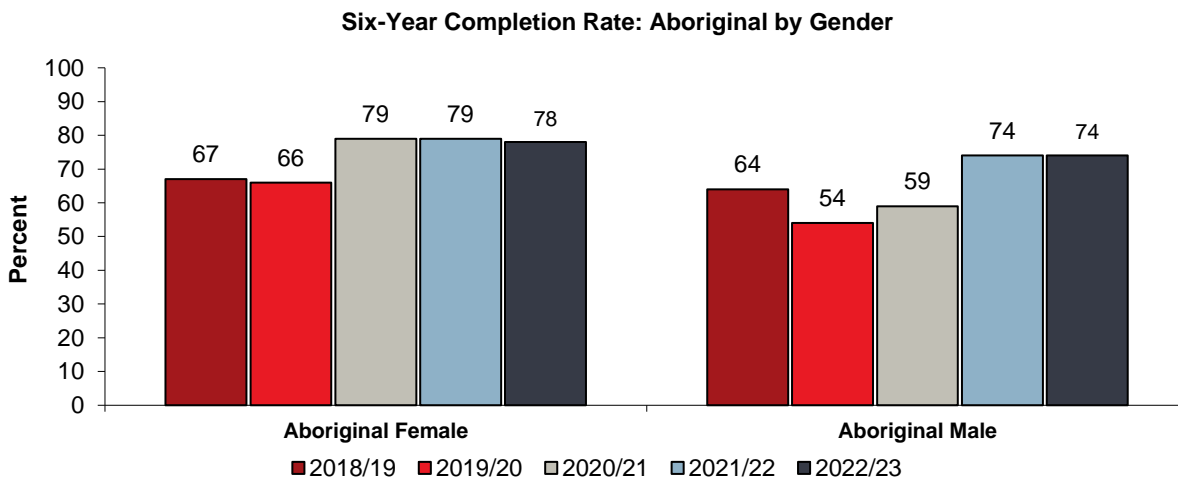
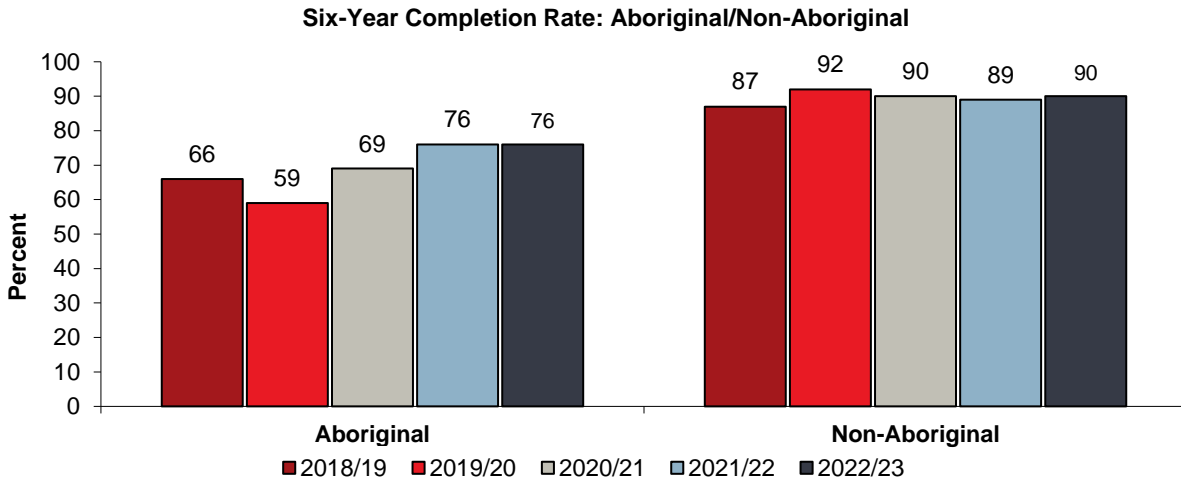
## SIX-YEAR COMPLETION RATE, 2018/19 - 2022/23

BC Residents

The six-year completion rate is the percent of Grade 8 students who graduate, with a B.C. Certificate of Graduation ("Dogwood") or a B.C. Adult Graduation Diploma ("Adult Dogwood"), within six years from the first time they enrol in Grade 8, adjusted for migration in and out of B.C. It is not the inverse of a "dropout rate" as students may graduate after the six-year period.

### SIX-YEAR COMPLETION RATE\*

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2018/19	66	67	64	87	88	86
2019/20	59	66	54	92	94	90
2020/21	69	79	59	90	90	90
2021/22	76	79	74	89	90	88
2022/23	76	78	74	90	93	87



\* When the six-year rate is reported, numbers for prior school years are not updated (Page 38). When the six-year rate is reported with the seven- and eight-year rates, numbers for prior school years are updated (Page 39).

## SIX-, SEVEN- AND EIGHT-YEAR SCHOOL COMPLETION RATES

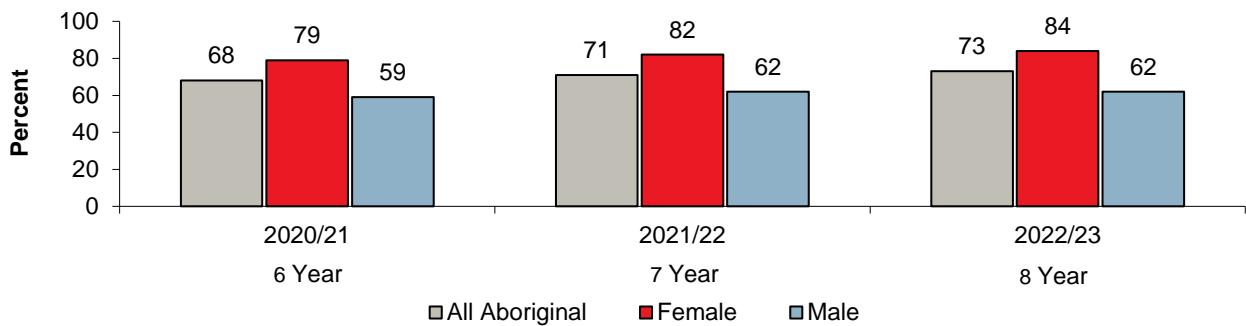
BC Residents

The student cohort start year is the year a student enters Grade 8 for the first time. The 2016/17 and 2017/18 cohorts will be incomplete as they have not yet attained their seventh and/or eighth years. See glossary for completion rate definitions.

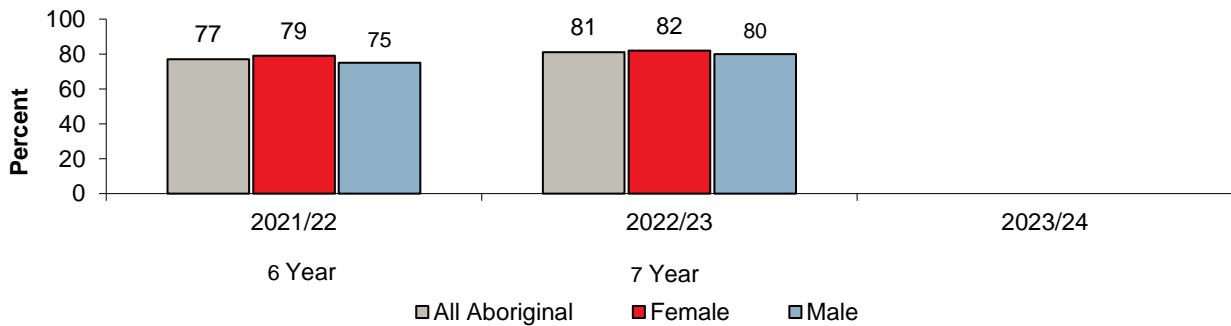
### SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES\*

Student Cohort Start Year	Six-Year Completion Rate			Seven-Year Completion Rate			Eight-Year Completion Rate		
	All Aboriginal %	Female %	Male %	All Aboriginal %	Female %	Male %	All Aboriginal %	Female %	Male %
2015/16	68	79	59	71	82	62	73	84	62
2016/17	77	79	75	81	82	80	-	-	-
2017/18	76	79	72	-	-	-	-	-	-

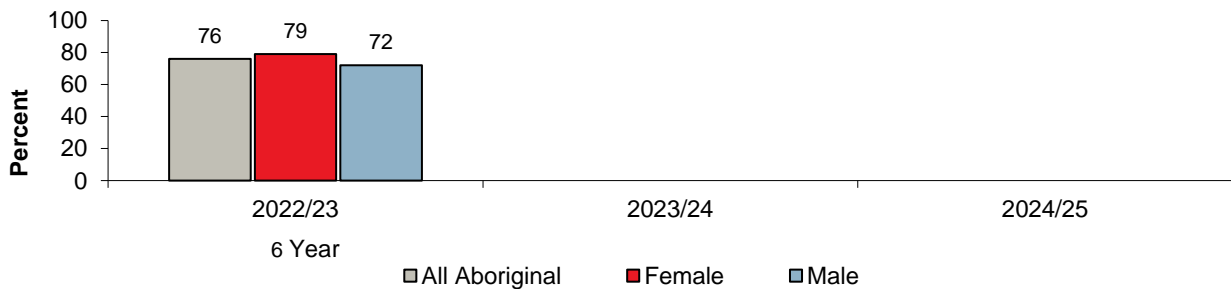
**Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2015/16 Cohort**



**Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2016/17 Cohort**



**Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2017/18 Cohort**



\* When the six-year rate is reported, numbers for prior school years are not updated (Page 38). When the six-year rate is reported with the seven- and eight-year rates, numbers for prior school years are updated (Page 39).



## BC SCHOOL COMPLETION CERTIFICATE AND BC CERTIFICATE OF GRADUATION

BC Residents

The School Completion Certificate or "Evergreen" Certificate was developed in the 2006/07 school year. It was a Ministry response to parents and educators who wanted to better celebrate students, primarily those with special learning needs and individual education plans, who had succeeded in meeting the goals of their educational program other than graduation.

The Certificate of Graduation or "Dogwood Diploma" is issued upon successful completion of the provincial graduation requirements.

### BC SCHOOL COMPLETION CERTIFICATE ("Evergreen")

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC School Completion Certificate		September Gr 12 Students	BC School Completion Certificate	
	#	#	%	#	#	%
2018/19	113	Msk	Msk	350	Msk	Msk
2019/20	119	Msk	Msk	364	Msk	Msk
2020/21	138	Msk	Msk	349	Msk	Msk
2021/22	122	Msk	Msk	292	Msk	Msk
2022/23	112	10	9	306	Msk	Msk

### BC CERTIFICATE OF GRADUATION ("Dogwood")

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC Certificate of Graduation		September Gr 12 Students	BC Certificate of Graduation	
	#	#	%	#	#	%
2018/19	113	54	48	350	272	78
2019/20	119	59	50	364	283	78
2020/21	138	80	58	349	276	79
2021/22	122	58	48	292	227	78
2022/23	112	48	43	306	238	78

## BC ADULT GRADUATION DIPLOMA (Adult Dogwood)

BC Residents

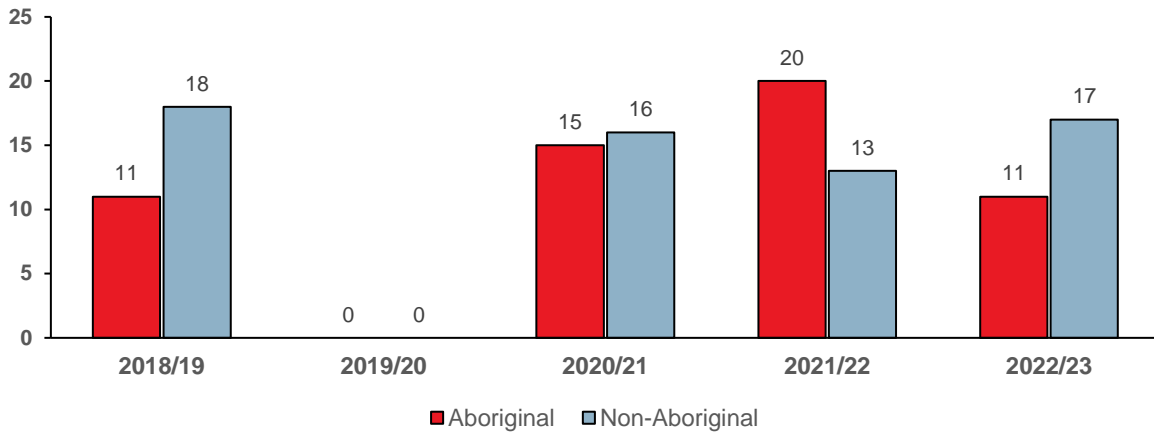
The British Columbia Adult Graduation Diploma or "Adult Dogwood" is one of two graduation diplomas offered in B.C. schools. The Adult Dogwood is for students 18 years of age and older and requires 20 credits of study. This credential differs from the Dogwood Diploma, which requires at least 80 credits. Students in the Adult Graduation Program are not required to complete the Graduation Numeracy or Literacy Assessments. For more information, please visit the Graduation website:

<https://www2.gov.bc.ca/gov/content/education-training/adult-education/graduate-high-school/bc-adult-graduation-diploma-program>

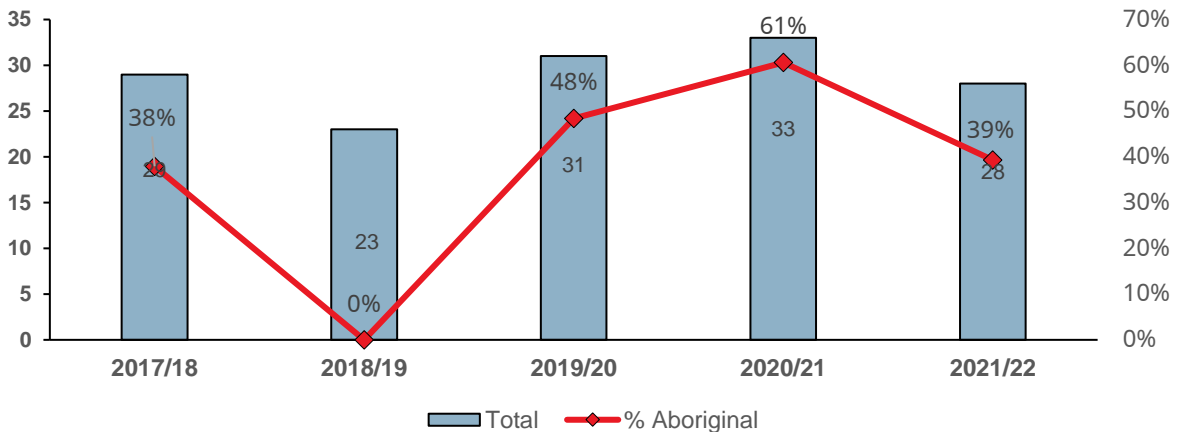
### NUMBER OF ADULT DOGWOOD

School Year	All Students		Aboriginal		Non-Aboriginal	
	#		#	%	#	%
2018/19	29		11	38	18	62
2019/20	23		Msk	Msk	Msk	Msk
2020/21	31		15	48	16	52
2021/22	33		20	61	13	39
2022/23	28		11	39	17	61

Number of Students with Adult Dogwood



Aboriginal Students as % of Adult Dogwood



## BC ADULT GRADUATION DIPLOMA (Adult Dogwood)

BC Residents

The British Columbia Adult Graduation Diploma or "Adult Dogwood" is one of two graduation diplomas offered in B.C. schools. The Adult Dogwood is for students 18 years of age and older and requires 20 credits of study. This credential differs from the Dogwood Diploma, which requires at least 80 credits. Students in the Adult Graduation Program are not required to complete the Graduation Numeracy or Literacy Assessments. For more information, please visit the Graduation website:

<https://www2.gov.bc.ca/gov/content/education-training/adult-education/graduate-high-school/bc-adult-graduation-diploma-program>

### PERCENT OF ADULT DOGWOOD BY FACILITY TYPE

(Students from Long Term PRP and Youth Custody are excluded.)

School Year	Standard		Alternate		Continuing Ed		Online Learning	
	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal
	%	%	%	%	%	%	%	%
2018/19	Msk	Msk	Msk	Msk	Msk	Msk	-	-
2019/20	-	Msk	Msk	Msk	Msk	Msk	-	-
2020/21	Msk	Msk	Msk	Msk	Msk	Msk	-	-
2021/22	Msk	Msk	60	Msk	Msk	Msk	-	-
2022/23	Msk	Msk	Msk	88	Msk	-	-	-

### NUMBER & PERCENT OF ADULT DOGWOOD BY AGE GROUP

#### ABORIGINAL

School Year	Age: Under 19		Age: 19-20		Age: Over 20	
	#	%	#	%	#	%
	2018/19	Msk	Msk	Msk	Msk	Msk
2019/20	Msk	Msk	Msk	Msk	Msk	Msk
2020/21	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	13	65	Msk	Msk	Msk	Msk
2022/23	Msk	Msk	Msk	Msk	-	-

#### NON-ABORIGINAL

School Year	Age: Under 19		Age: 19-20		Age: Over 20	
	#	%	#	%	#	%
	2018/19	Msk	Msk	Msk	Msk	Msk
2019/20	Msk	Msk	Msk	Msk	Msk	Msk
2020/21	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	Msk	Msk	11	65	-	-

## FIVE-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

BC Residents

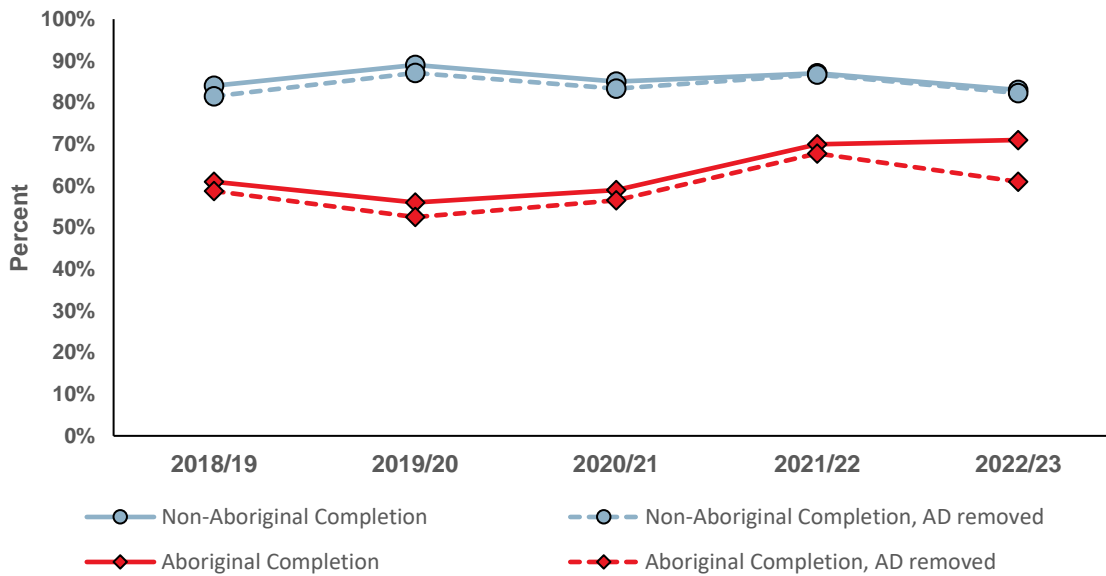
The five-year completion rate is the percent of Grade 8 students who graduate with a B.C. Certificate of Graduation ("Dogwood") or a B.C. Adult Graduation Diploma ("Adult Dogwood") within five years from the first time they enrol in Grade 8, adjust for migration in and out of B.C. The following chart re-calculates the completion rate without the Adult Dogwood recipients.

### FIVE-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

Adult Dogwood recipients are removed from the success count (numerator) only. They are kept in the denominator.

School Year	Aboriginal			Non-Aboriginal		
	Completion Rate	Adult Dogwood removed	Adjusted Rate	Completion Rate	Adult Dogwood removed	Adjusted Rate
	%	%	%	%	%	%
2018/19	61	-2	59	84	-3	81
2019/20	56	-4	52	89	-2	87
2020/21	59	-2	57	85	-2	83
2021/22	70	-2	68	87	0	87
2022/23	71	-10	61	83	-1	82

Five-Year Completion Rate - Adult Dogwood Contribution



## SIX-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

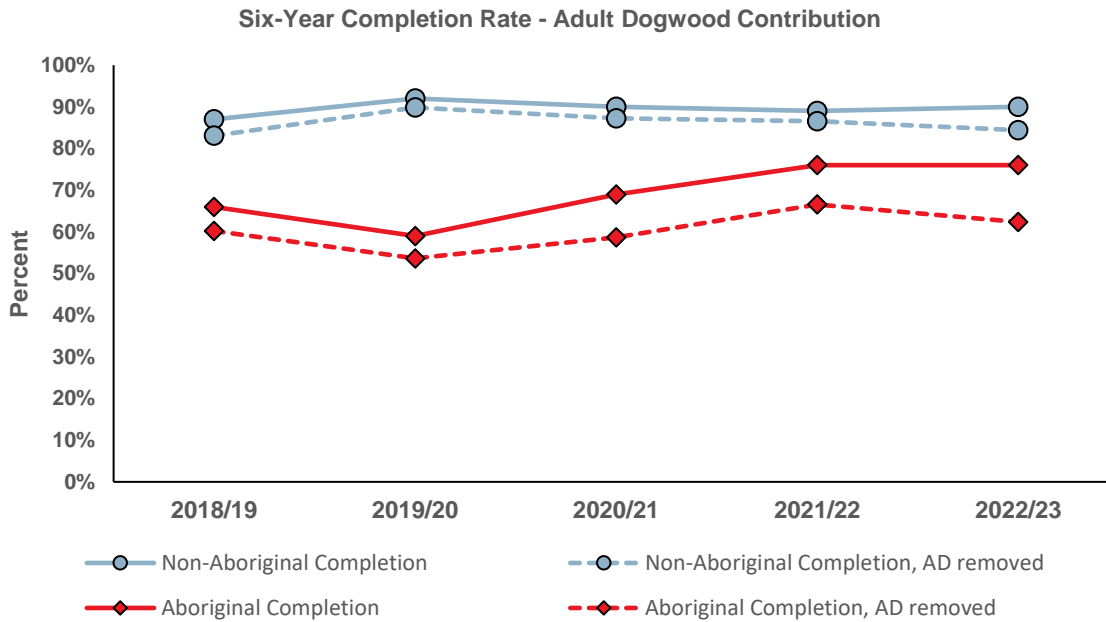
BC Residents

The six-year completion rate is the percent of Grade 8 students who graduate with a B.C. Certificate of Graduation ("Dogwood") or a B.C. Adult Graduation Diploma ("Adult Dogwood") within six years from the first time they enrol in Grade 8, adjust for migration in and out of B.C. The following chart re-calculates the completion rate without the Adult Dogwood recipients.

### SIX-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

Adult Dogwood recipients are removed from the success count (numerator) only. They are kept in the denominator.

School Year	Aboriginal			Non-Aboriginal		
	Completion Rate	Adult Dogwood removed	Adjusted Rate	Completion Rate	Adult Dogwood removed	Adjusted Rate
	%	%	%	%	%	%
2018/19	66	-6	60	87	-4	83
2019/20	59	-5	54	92	-2	90
2020/21	69	-10	59	90	-3	87
2021/22	76	-9	67	89	-2	87
2022/23	76	-14	62	90	-6	84



## EDUCATION EXPERIENCES OF CHILDREN AND YOUTH IN CARE (CYIC)

CYIC - Refers to a child or youth who is in the custody, care or guardianship of a director under the Child, Family and Community Service Act (CFCSA) or a director of adoption designated under the Adoption Act, or on a Youth Agreement. The "CYIC (Ever)" dataset includes children who were "ever" identified as CYIC at any point from birth to their time in K-12. Note, however, that there is incomplete data for children who were only identified as CYIC from birth to age 5 (i.e. former CYIC who were never in the care of the Ministry of Children and Family Development (MCFD) while enrolled in the B.C. school system). Approximately 60% of CYIC who were only in care from birth to age 5 are captured in this dataset.

The CYIC dataset was obtained from the MCFD in the fall of each year and matched with the student achievement data in the Education Data Warehouse. The following numbers are different from the CYIC numbers reported in the MCFD website that include more age groupings and more categories. The MCFD also uses "In Year" instead of "Ever" to report the CYIC data. Data in this page will be masked due to the terms of the Information Sharing Agreement in place with the MCFD.

<https://mcfd.gov.bc.ca/reporting/services/child-protection/permanency-for-children-and-youth/performance-indicators/children-in-care>

### CHILDREN AND YOUTH IN CARE (EVER)

School Year	All CYICs #	Aboriginal CYICs		Non-Aboriginal CYICs	
		#	%	#	%
2017/18	343	225	66	118	34
2018/19	360	227	63	133	37
2019/20	380	237	62	143	38
2020/21	366	230	63	136	37
2021/22	340	225	66	115	34

### ABORIGINAL CYIC (EVER) AS A PERCENT OF ABORIGINAL ENROLMENT

School Year	All Aboriginal Students #	Aboriginal Children in CYIC	
		#	%
2017/18	1,399	225	16
2018/19	1,413	227	16
2019/20	1,449	237	16
2020/21	1,428	230	16
2021/22	1,403	225	16

### CYIC (EVER) SIX-YEAR COMPLETION RATE

School Year	All CYICs %	Aboriginal			Non-Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
2017/18	49	Msk	Msk	51	Msk	Msk	Msk
2018/19	55	Msk	Msk	Msk	Msk	Msk	Msk
2019/20	53	Msk	Msk	49	Msk	Msk	Msk
2020/21	43	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	59	Msk	Msk	59	Msk	Msk	Msk

### CYIC (EVER) ELIGIBLE GRADE 12 GRADUATION RATE

School Year	All CYICs %	Aboriginal			Non-Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
2017/18	100	Msk	Msk	Msk	Msk	Msk	Msk
2018/19	95	Msk	Msk	Msk	Msk	Msk	Msk
2019/20	94	Msk	Msk	92	Msk	Msk	Msk
2020/21	88	Msk	Msk	91	Msk	Msk	Msk
2021/22	82	Msk	Msk	83	Msk	Msk	Msk

## STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

In recent years, some B.C. post-secondary institutions have changed their names and sector designation. Because of these changes, and to ensure consistency over time, each institution is reported under its most recent name and sector designation.

The data structure has been changed to match the reported data used in the Student Transitions Project. The project uses personal education numbers (PENs) to track B.C. student data across both K-12 and public post-secondary education systems. Includes Grade 12 graduates who received a B.C. Certificate of Graduation ("Dogwood") only. Data in this page will be masked due to the terms of the Information Sharing Agreement in place with the Student Transitions Project.

<https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/data-research/student-transitions-project>

### GRADE 12 GRADUATES ENTERING COMMUNITY COLLEGES

		Transition to Community Colleges									
Demographic Group		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2017/18	69	100	20	29.0	Msk	Msk	Msk	Msk	Msk	Msk
	2018/19	51	100	15	29.4	Msk	Msk	Msk	Msk		
	2019/20	59	100	12	20.3	Msk	Msk				
	2020/21	80	100	20	25.0						
Non-Aboriginal	2017/18	254	100	84	33.1	20	7.9	Msk	Msk	Msk	Msk
	2018/19	268	100	98	36.6	20	7.5	10	3.7		
	2019/20	272	100	76	27.9	13	4.8				
	2020/21	274	100	79	28.8						

### GRADE 12 GRADUATES ENTERING INSTITUTES

		Transition to Institutes									
Demographic Group		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2017/18	69	100	-	-	-	-	-	-	-	-
	2018/19	51	100	-	-	-	-	Msk	Msk		
	2019/20	59	100	Msk	Msk	-	-				
	2020/21	80	100	Msk	Msk						
Non-Aboriginal	2017/18	254	100	Msk	Msk	-	-	-	-	Msk	Msk
	2018/19	268	100	Msk	Msk	-	-	Msk	Msk		
	2019/20	272	100	Msk	Msk	Msk	Msk				
	2020/21	274	100	Msk	Msk						

## STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

In recent years, some B.C. post-secondary institutions have changed their names and sector designation. Because of these changes, and to ensure consistency over time, each institution is reported under its most recent name and sector designation.

The data structure has been changed to match the reported data used in the Student Transitions Project. The project uses personal education numbers (PENs) to track B.C. student data across both K-12 and public post-secondary education systems. Includes Grade 12 graduates who received a B.C. Certificate of Graduation ("Dogwood") only. Data in this page will be masked due to the terms of the Information Sharing Agreement in place with the Student Transitions Project.

<https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/data-research/student-transitions-project>

### GRADE 12 GRADUATES ENTERING RESEARCH-INTENSIVE UNIVERSITIES

Demographic Group		Transition to Research-Intensive Universities									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2017/18	69	100	Msk	Msk	Msk	Msk	-	-	-	-
	2018/19	51	100	Msk	Msk	-	-	-	-	-	-
	2019/20	59	100	Msk	Msk	Msk	Msk				
	2020/21	80	100	Msk	Msk						
Non-Aboriginal	2017/18	254	100	27	10.6	Msk	Msk	Msk	Msk	Msk	Msk
	2018/19	268	100	24	9.0	Msk	Msk	-	-		
	2019/20	272	100	37	13.6	Msk	Msk				
	2020/21	274	100	33	12.0						

### GRADE 12 GRADUATES ENTERING TEACHING-INTENSIVE UNIVERSITIES

Demographic Group		Transition to Teaching-Intensive Universities									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2017/18	69	100	Msk	Msk	Msk	Msk	-	-	-	-
	2018/19	51	100	Msk	Msk	-	-	Msk	Msk		
	2019/20	59	100	Msk	Msk	-	-				
	2020/21	80	100	Msk	Msk						
Non-Aboriginal	2017/18	254	100	10	3.9	Msk	Msk	Msk	Msk	Msk	Msk
	2018/19	268	100	21	7.8	Msk	Msk	Msk	Msk		
	2019/20	272	100	17	6.3	Msk	Msk				
	2020/21	274	100	16	5.8						



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## STUDENT LEARNING SURVEY RESULTS, 2018/19 - 2022/23

The Student Learning Survey is an annual province-wide census. This means that instead of sampling a small percentage, all students in the targeted grades are encouraged to participate. Because it is a census, the survey is representative even at the school level.

Some students do not complete surveys. Overall the response rates are around 75% for elementary grades and around 50% for secondary grades.

Some demographic information is taken from survey questions (e.g. grade level). The Aboriginal ancestry question is skipped by fewer than 1% of respondents, and so results by Aboriginal ancestry are considered to be representative of respondents and of the school population.

The following is a subset of questions from the Student Learning Survey. These questions were selected because they help to provide students' perspectives regarding their sense of belonging. For more information on the provincial Student Learning Survey, please visit: <https://www2.gov.bc.ca/gov/content/education-training/k-12/support/student-learning-survey>

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### CAVEAT

With the focus on modernizing learning, there is a pressing need for information about the contexts that determines outcomes. Consequently, the Ministry (working with School Districts and Students), re-designed the survey to focus on learning processes as well as satisfaction. Reflecting this change, the survey has been called the "Student Learning Survey" since 2016/17.

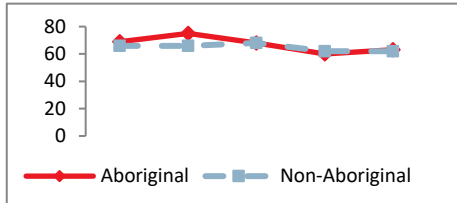
More questions have been added since 2016/17, including new questions related to themes and categories of interest to clients, new open-ended questions, and the survey has been "PENed".

Report users should carefully compare any results after 2016/17 against trends established in earlier years, and consider the change of 2016/17 results if they differ greatly from established trends.

The suspension of in-class instruction from mid-March to the end of May 2020 under the direction of the Provincial Health Officer in response to the COVID-19 pandemic resulted in a reduced number of respondents for the 2019/20 Student Learning Survey administration.

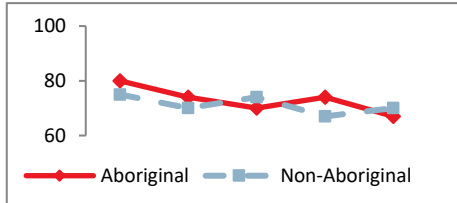
## STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

### Do you like school?



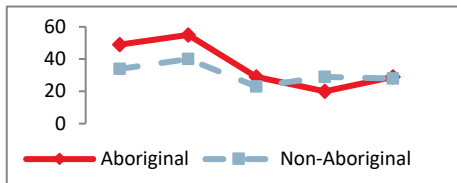
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	96	66	69	268	177	66
2019/20	40	30	75	64	42	66
2020/21	74	50	68	270	184	68
2021/22	65	39	60	253	156	62
2022/23	86	54	63	271	167	62

### Do adults in the school treat all students fairly?



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	97	78	80	268	202	75
2019/20	39	29	74	63	44	70
2020/21	73	51	70	269	198	74
2021/22	66	49	74	252	169	67
2022/23	86	58	67	272	190	70

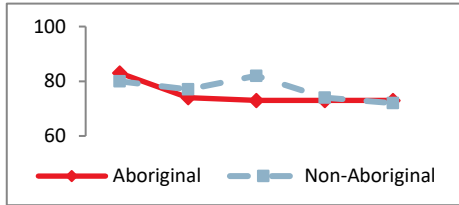
### Are you learning about First Peoples at school?/ At school, are you learning about Indigenous Peoples (First Nations, Inuit, Metis)?



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	96	47	49	265	90	34
2019/20	40	22	55	65	26	40
2020/21	75	22	29	269	61	23
2021/22	65	13	20	249	71	29
2022/23	85	25	29	266	75	28

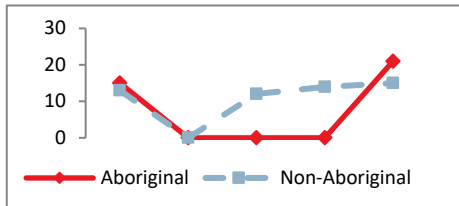
**STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued**

**Do you feel safe at school?**



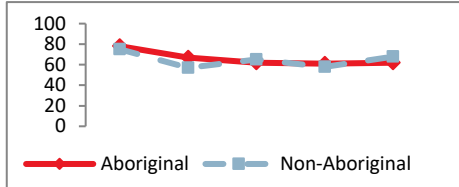
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	84	70	83	276	222	80
2019/20	38	28	74	65	50	77
2020/21	70	51	73	272	224	82
2021/22	59	43	73	261	192	74
2022/23	84	61	73	272	197	72

**Have you ever felt bullied at school?**



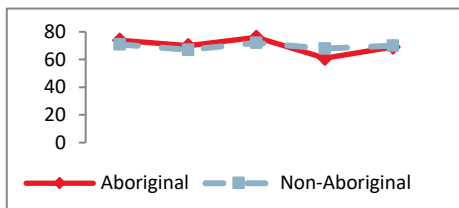
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	86	13	15	274	35	13
2019/20	38	Msk	Msk	66	Msk	Msk
2020/21	70	Msk	Msk	273	32	12
2021/22	60	Msk	Msk	255	36	14
2022/23	81	17	21	275	40	15

**How many adults do you think care about you at your school? (Percentage responding 2 adults or more.)**



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	Two adults or more		Gr 4 Respondents	Two adults or more	
	#	#	%	#	#	%
2018/19	96	79	82	267	199	75
2019/20	39	26	67	63	36	57
2020/21	73	45	62	271	176	65
2021/22	66	40	61	248	145	58
2022/23	85	53	62	270	184	68

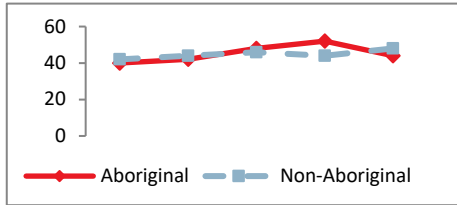
**I am happy at my school.**



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	97	72	74	268	191	71
2019/20	40	28	70	64	43	67
2020/21	72	55	76	269	194	72
2021/22	66	40	61	249	169	68
2022/23	86	59	69	273	191	70

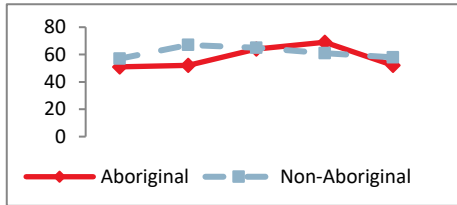
## STUDENT LEARNING SURVEY RESULTS, GRADE 7

### Do you like school?



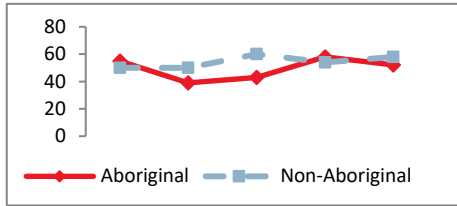
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	77	31	40	256	107	42
2019/20	31	13	42	50	22	44
2020/21	79	38	48	255	118	46
2021/22	79	41	52	270	118	44
2022/23	93	41	44	227	109	48

### Do adults in the school treat all students fairly?



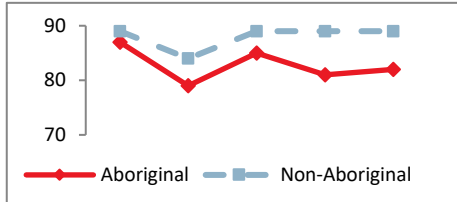
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	78	40	51	256	147	57
2019/20	31	16	52	49	33	67
2020/21	78	50	64	253	165	65
2021/22	80	55	69	270	164	61
2022/23	92	48	52	228	133	58

### How many teachers help you with your schoolwork when you need it?



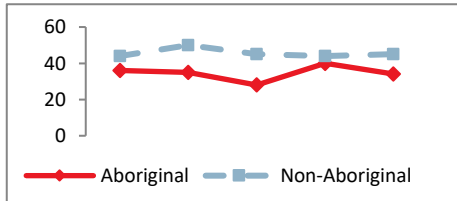
School Year	Aboriginal		Non-Aboriginal	
	Gr 7 Respondents	All or many	Gr 7 Respondents	All or many
	#	# %	#	# %
2018/19	76	42 55	246	124 50
2019/20	31	12 39	48	24 50
2020/21	77	33 43	242	145 60
2021/22	79	46 58	269	144 54
2022/23	93	48 52	225	130 58

### At school, do you respect people who are different from you (for example, think, act, or look different)?



School Year	Aboriginal		Non-Aboriginal	
	Gr 7 Respondents	All of the time or many times	Gr 7 Respondents	All of the time or many times
	#	# %	#	# %
2018/19	78	68 87	253	225 89
2019/20	29	23 79	50	42 84
2020/21	78	66 85	251	224 89
2021/22	78	63 81	265	235 89
2022/23	90	74 82	221	197 89

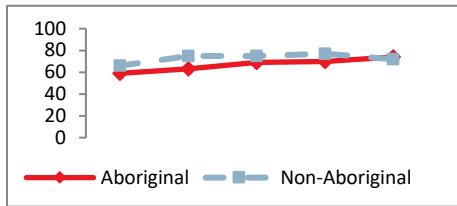
### At school, are you being taught about Aboriginal peoples in Canada?/ At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?



School Year	Aboriginal		Non-Aboriginal	
	Gr 7 Respondents	All of the time or many times	Gr 7 Respondents	All of the time or many times
	#	# %	#	# %
2018/19	78	28 36	254	113 44
2019/20	31	11 35	50	25 50
2020/21	78	22 28	252	113 45
2021/22	78	31 40	266	117 44
2022/23	93	32 34	226	102 45

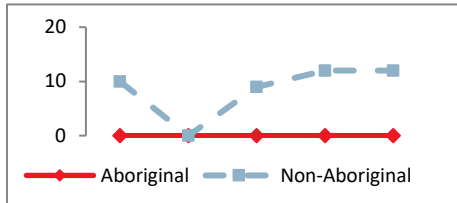
## STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued

### Do you feel safe at school?



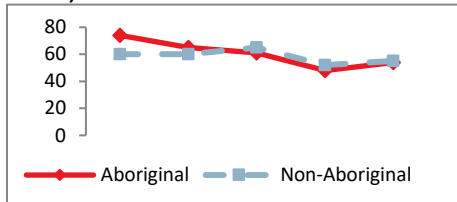
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	71	42	59	262	172	66
2019/20	30	19	63	51	38	75
2020/21	74	51	69	256	192	75
2021/22	73	51	70	274	210	77
2022/23	91	67	74	229	165	72

### At school, are you bullied, teased, or picked on?/ Have you ever felt bullied at school?



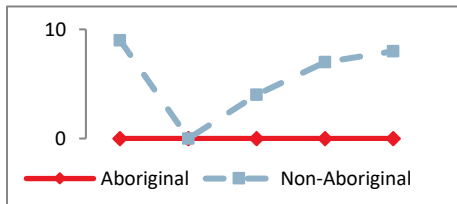
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	69	Msk	Msk	262	27	10
2019/20	30	Msk	Msk	51	Msk	Msk
2020/21	73	Msk	Msk	255	23	9
2021/22	74	Msk	Msk	275	33	12
2022/23	91	Msk	Msk	227	27	12

### How many adults at your school care about you? (Percentage responding 2 adults or more.)



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	Two adults or more		Gr 7 Respondents #	Two adults or more	
	#	#	%	#	#	%
2018/19	78	58	74	255	153	60
2019/20	31	20	65	50	30	60
2020/21	79	48	61	255	165	65
2021/22	80	38	48	269	141	52
2022/23	94	51	54	227	124	55

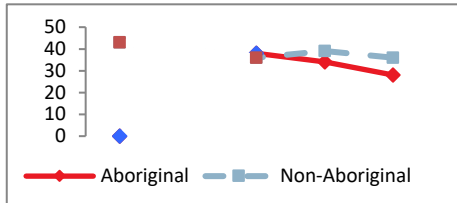
### I would like to go to a different school.



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	77	Msk	Msk	255	22	9
2019/20	31	Msk	Msk	48	Msk	Msk
2020/21	79	Msk	Msk	255	11	4
2021/22	79	Msk	Msk	270	20	7
2022/23	94	Msk	Msk	227	19	8

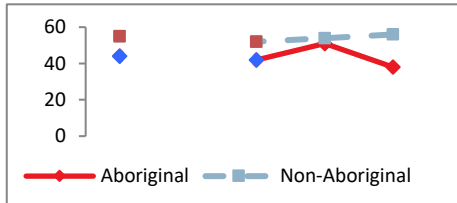
## STUDENT LEARNING SURVEY RESULTS, GRADE 10

### Do you like school?



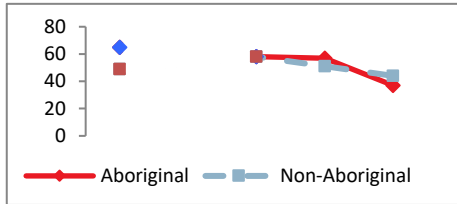
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	27	Msk	Msk	99	43	43
2019/20	-	-	-	-	-	-
2020/21	26	10	38	115	41	36
2021/22	35	12	34	175	68	39
2022/23	47	13	28	168	61	36

### Do adults in the school treat all students fairly?



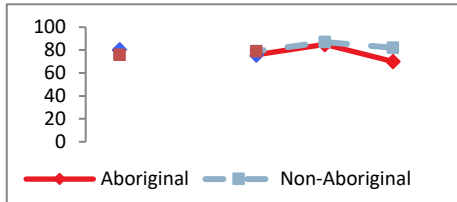
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	27	12	44	98	54	55
2019/20	-	-	-	-	-	-
2020/21	26	11	42	115	60	52
2021/22	35	18	51	175	95	54
2022/23	48	18	38	169	94	56

### How many teachers help you with your schoolwork when you need it?



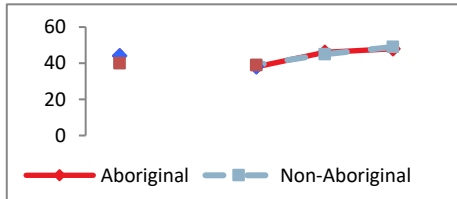
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All or many		Gr 10 Respondents #	All or many	
	#	#	%	#	#	%
2018/19	26	17	65	96	47	49
2019/20	-	-	-	-	-	-
2020/21	24	14	58	110	64	58
2021/22	35	20	57	173	88	51
2022/23	46	17	37	167	74	44

### At school, do you respect people who are different from you (for example, think, act, or look different)?



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	25	20	80	96	73	76
2019/20	-	-	-	-	-	-
2020/21	25	19	76	114	90	79
2021/22	34	29	85	169	147	87
2022/23	43	30	70	158	130	82

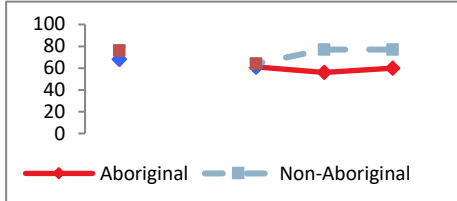
### At school, are you being taught about Aboriginal peoples in Canada?/ At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	27	12	44	99	40	40
2019/20	-	-	-	-	-	-
2020/21	26	10	38	115	45	39
2021/22	35	16	46	171	77	45
2022/23	46	22	48	164	81	49

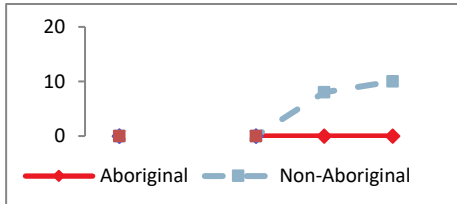
## STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

**Do you feel safe at school?**



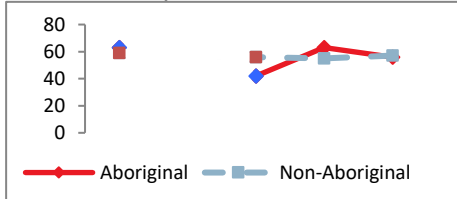
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	25	17	68	100	76	76
2019/20	-	-	-	-	-	-
2020/21	23	14	61	115	74	64
2021/22	32	18	56	177	136	77
2022/23	45	27	60	167	128	77

**At school, are you bullied, teased, or picked on?/ Have you ever felt bullied at school?**



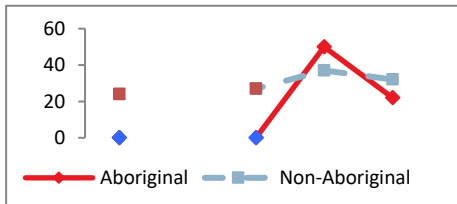
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	25	Msk	Msk	99	Msk	Msk
2019/20	-	-	-	-	-	-
2020/21	24	Msk	Msk	116	Msk	Msk
2021/22	31	Msk	Msk	175	14	8
2022/23	45	Msk	Msk	168	17	10

**How many adults at your school care about you?/ At your school, how many adults do you feel care about you? (Percentage responding 2 adults or more.)**



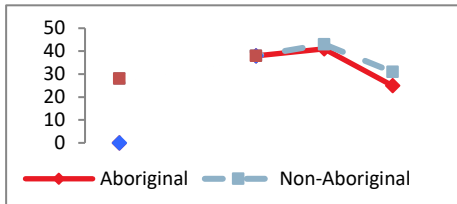
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	Two adults or more		Gr 10 Respondents	Two adults or more	
	#	#	%	#	#	%
2018/19	27	17	63	99	58	59
2019/20	-	-	-	-	-	-
2020/21	26	11	42	115	64	56
2021/22	35	22	63	175	97	55
2022/23	48	27	56	167	95	57

**Are you satisfied that school is preparing you for a job in the future?**



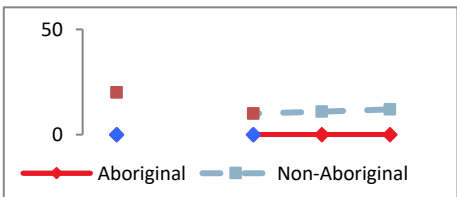
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	25	Msk	Msk	98	24	24
2019/20	-	-	-	-	-	-
2020/21	26	Msk	Msk	113	31	27
2021/22	34	17	50	166	61	37
2022/23	46	10	22	163	52	32

**Are you satisfied that school is preparing you for post-secondary education?**



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	26	Msk	Msk	98	27	28
2019/20	-	-	-	-	-	-
2020/21	26	10	38	114	43	38
2021/22	34	14	41	167	71	43
2022/23	44	11	25	163	51	31

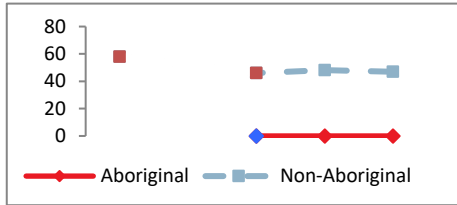
**I would like to go to a different school.**



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	27	Msk	Msk	97	19	20
2019/20	-	-	-	-	-	-
2020/21	26	0	0	115	12	10
2021/22	35	Msk	Msk	175	19	11
2022/23	48	Msk	Msk	166	20	12

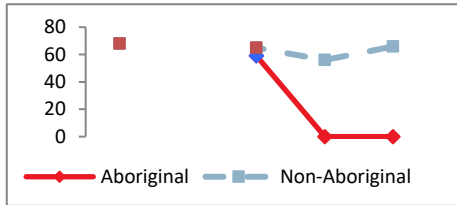
## STUDENT LEARNING SURVEY RESULTS, GRADE 12

### Do you like school?



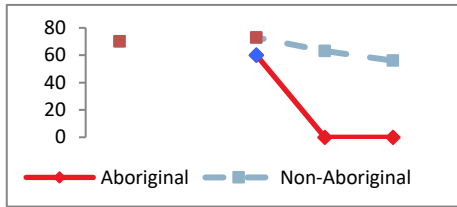
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	Msk	Msk	Msk	81	47	58
2019/20	-	-	-	-	-	-
2020/21	27	Msk	Msk	114	52	46
2021/22	13	Msk	Msk	88	42	48
2022/23	11	Msk	Msk	100	47	47

### Do adults in the school treat all students fairly?



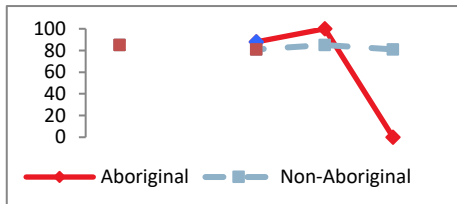
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	Msk	Msk	Msk	81	55	68
2019/20	-	-	-	-	-	-
2020/21	27	16	59	113	74	65
2021/22	13	Msk	Msk	88	49	56
2022/23	11	Msk	Msk	100	66	66

### How many teachers help you with your schoolwork when you need it?



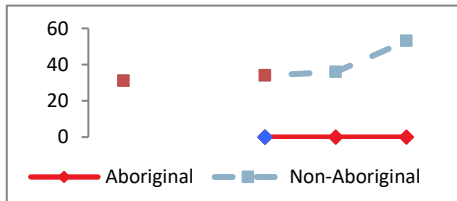
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All or many		Gr 12 Respondents	All or many	
	#	#	%	#	#	%
2018/19	Msk	Msk	Msk	81	57	70
2019/20	-	-	-	-	-	-
2020/21	25	15	60	112	82	73
2021/22	12	Msk	Msk	87	55	63
2022/23	11	Msk	Msk	100	56	56

### At school, do you respect people who are different from you (for example, think, act, or look different)?



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	Msk	Msk	Msk	81	69	85
2019/20	-	-	-	-	-	-
2020/21	26	23	88	113	91	81
2021/22	10	10	100	86	73	85
2022/23	11	Msk	Msk	97	79	81

### At school, are you being taught about Aboriginal peoples in Canada?/ At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?

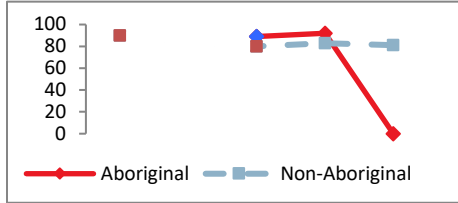


School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	Msk	Msk	Msk	80	25	31
2019/20	-	-	-	-	-	-
2020/21	27	Msk	Msk	114	39	34
2021/22	11	Msk	Msk	87	31	36
2022/23	11	Msk	Msk	98	52	53



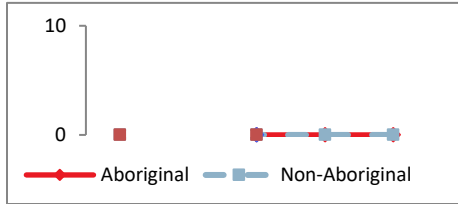
## STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

**Do you feel safe at school?**



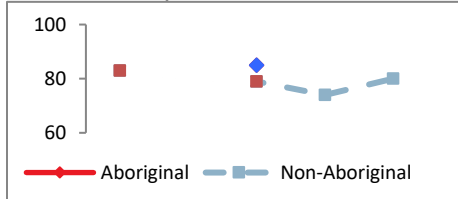
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	Msk	Msk	Msk	80	72	90
2019/20	-	-	-	-	-	-
2020/21	27	24	89	114	91	80
2021/22	12	11	92	87	72	83
2022/23	11	Msk	Msk	100	81	81

**At school, are you bullied, teased, or picked on?/ Have you ever felt bullied at school?**



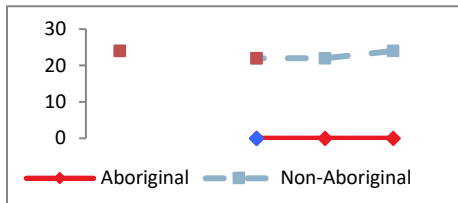
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	Msk	Msk	Msk	81	Msk	Msk
2019/20	-	-	-	-	-	-
2020/21	27	Msk	Msk	113	Msk	Msk
2021/22	12	0	0	87	Msk	Msk
2022/23	11	Msk	Msk	100	Msk	Msk

**How many adults at your school care about you?/ At your school, how many adults do you feel care about you? (Percentage responding 2 adults or more.)**



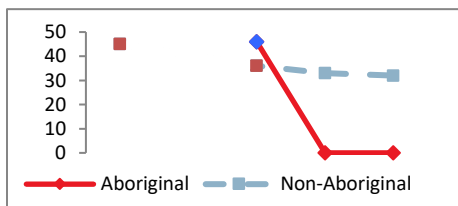
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	Two adults or more		Gr 12 Respondents #	Two adults or more	
	#	#	%	#	#	%
2018/19	Msk	Msk	Msk	81	67	83
2019/20	-	-	-	-	-	-
2020/21	27	23	85	113	89	79
2021/22	Msk	Msk	Msk	88	65	74
2022/23	Msk	Msk	Msk	100	80	80

**Are you satisfied that school is preparing you for a job in the future?**



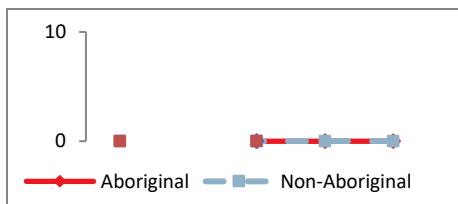
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	Msk	Msk	Msk	80	19	24
2019/20	-	-	-	-	-	-
2020/21	26	Msk	Msk	112	25	22
2021/22	10	Msk	Msk	87	19	22
2022/23	11	Msk	Msk	99	24	24

**Are you satisfied that school is preparing you for post-secondary education?**



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	Msk	Msk	Msk	80	36	45
2019/20	-	-	-	-	-	-
2020/21	26	12	46	113	41	36
2021/22	10	Msk	Msk	87	29	33
2022/23	11	Msk	Msk	98	31	32

**I would like to go to a different school.**



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2018/19	Msk	Msk	Msk	81	Msk	Msk
2019/20	-	-	-	-	-	-
2020/21	27	0	0	112	Msk	Msk
2021/22	13	Msk	Msk	88	Msk	Msk
2022/23	11	0	0	100	Msk	Msk

## GLOSSARY

GLOSSARY ITEM	DEFINITION
<b>Aboriginal Student</b>	A student who has self-identified as being of Aboriginal ancestry (First Nations: Status and Non-Status, Métis and Inuit). Aboriginal ancestry and Status Indian living on reserve is indicated on the Student Data Collection Form 1701. For data collection purposes a student identified as Aboriginal will be considered Aboriginal from the 2003/04 school year forward. Status Indians are Aboriginal people who meet the requirements of the Indian Act and who are registered under the Act.
<b>Alternate Programs</b>	Programs that meet the special requirements of students who may be unable to adjust to the requirements of regular schools (for example timetables, schedules, or traditional classroom environment). Does not include distributed learning programs or schools.
<b>Completion Rate</b>	See Six-Year Completion Rate.
<b>Eligible Grade 12 Graduation Rate</b>	The proportion of eligible-to-graduate Grade 12 students who graduated in that school year. Students are eligible to graduate if they have enrolled in sufficient courses to meet the requirements to graduate during that school year.
<b>Enrolment</b>	A record of a student reported to the Ministry as receiving an educational program. A student may be recorded and counted as an enrolment in more than one school. Enrolment counts include the records of all adults and school-age persons who are working towards graduation. Registered homeschooled children are not included.
<b>Course Mark</b>	The result achieved by student, as assigned by the teacher at the school level, in a particular course.
<b>CYIC</b>	Children and Youth in Care. It refers to a child or youth who is in the custody, care of guardianship of a director under the Child, Family and Community Service Act (CFCSA) or a director of adoption designated under the Adoption Act, or on a Youth Agreement.
<b>Graduation</b>	A Certificate of Graduation is awarded by the Ministry of Education and Child Care upon successful completion of the British Columbia Provincial Graduation Requirements.
<b>Headcount</b>	A count of unique individuals.
<b>Hyphen</b>	A hyphen (-) is used in two situations: 1. The data are not available (for example, the Foundation Skills Assessment report provides information on a range of years that may include years “in the future”), so a hyphen is used. 2. The data describe an outcome (such as a percent or rate) where the underlying number of students or enrolments is zero (0). For example, consider a Grade 12 class that has no students enrolled in an ELL program. When reporting the percent of Grade 12 ELL students who achieved a C+ or better in math, it is not appropriate to report any math outcomes for ELL students, so a hyphen is used.
<b>Msk</b>	Abbreviation for Mask, which indicates that the information has been suppressed to protect personal information.  The Ministry Masking Policy is intended to prevent the possibility of associating statistical data with an identifiable individual. To protect the privacy of individuals, very small population numbers must be suppressed (masked) when the Ministry of Education and Child Care reports or otherwise publicly releases aggregated data. For more information please refer to:  <a href="https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/protection-of-personal-information-when-reporting-on-small-populations">https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/protection-of-personal-information-when-reporting-on-small-populations</a>
<b>Off-Reserve Aboriginal Student</b>	Includes only Aboriginal students who live off a reserve and attend a B.C. public school.
<b>On-Reserve Aboriginal Student</b>	Includes only Aboriginal students who live on a reserve and attend a B.C. public school.

<b>Participant (Foundation Skills Assessment)</b>	A student who responded meaningfully to at least one question in the assessment.
<b>Participation Rate (Foundation Skills Assessment)</b>	The number of students who responded to at least one question in the assessment, divided by the total number of students in that grade.
<b>Participation Rate (Graduation Assessment)</b>	The number of first-time writers who responded successfully in the assessment, divided by the total number of students in that grade.
<b>Performance (Foundation Skills Assessment)</b>	<p>Until 2017/18, the student performance levels were:</p> <ul style="list-style-type: none"> <li>• Not Yet Meeting - did not demonstrate sufficient skills to meet the minimum expectations for student's grade</li> <li>• Meeting - met the accepted expectations for student's grade</li> <li>• Exceeding - exceeded the expectations for student's grade</li> </ul> <p>In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are:</p> <ul style="list-style-type: none"> <li>• Emerging - students demonstrate an initial understanding of the concepts and competencies relevant to the expected learning</li> <li>• On Track - students demonstrate a partial understanding of the concepts and competencies relevant to the expected learning</li> <li>• Extending - students demonstrate a sophisticated understanding of the concepts and competencies relevant to the expected learning</li> </ul>
<b>Performance (Graduation Assessment)</b>	<p>Provincial graduation assessments use a four-level proficiency levels for reporting student achievement results:</p> <ul style="list-style-type: none"> <li>• Emerging - students demonstrate an initial understanding of the concepts and competencies relevant to the expected learning</li> <li>• Developing - students demonstrate a partial understanding of the concepts and competencies relevant to the expected learning</li> <li>• Proficient - students demonstrate a complete understanding of the concepts and competencies relevant to the expected learning</li> <li>• Extending - students demonstrate a sophisticated understanding of the concepts and competencies relevant to the expected learning</li> </ul>
<b>Public School</b>	A body of students, teachers, other staff, and facilities organized as a unit for educational purposes under the supervision of an administrative officer and administered by a district school board. Types of public schools include: Standard schools; short-term and long-term Provincial Resource Programs; Youth Custody/Residential Attendance Centers; District Continuing Education Centres; Alternate Program Schools, Distributed Learning Schools. Individual schools can only be associated with one District. A School does not include Federal Band schools, offshore schools offering B.C. educational programs, or Yukon schools. Public school facility types are defined in the Form 1601 instructions. Public school facility types are determined by program (and, in some cases, physical location).
<b>Resident (student)</b>	<p>Resident students are those for which the Ministry of Education and Child Care will provide operating grant funding to boards of education or eligible independent schools.</p> <ul style="list-style-type: none"> <li>• Children who, along with their guardian(s), are ordinarily resident in British Columbia</li> <li>• Children who are deemed ordinarily resident in BC under the School Regulation</li> <li>• Other children who meet criteria set out in the Eligibility of Students for Operating Grant Funding policy</li> </ul>
<b>School District</b>	A geographic area in British Columbia constituted as a district under the School Act. There are currently 59 school districts and one Francophone Education Authority.
<b>School Year</b>	The school year includes a portion of two regular calendar years. It is the 12-month period commencing on July 1 and ending the following June 30.

<b>Six-Year Completion Rate</b>	<p>The proportion of students who graduate, with a British Columbia Certificate of Graduation ("Dogwood") or British Columbia Adult Graduation Diploma ("Adult Dogwood"), within six years from the first time they enrol in Grade 8, adjusted for migration in and out of British Columbia.</p> <p>The Six-Year Completion Rate is calculated by using the percentage of students who graduate within six years from the time they enrol in Grade 8, adjusted for migration in and out of B.C. A six-year rate provides students with an extra year beyond the five years required to move through Grades 8-12.</p> <p>In this report, when the six-year rate is reported, numbers for prior school years are not updated (Page 36). When the six-year rate is reported with the seven- and eight-year rates, numbers for prior school years are updated (Page 37).</p>
<b>Students with Disabilities or Diverse Abilities (selected designations)</b>	<p>Selected designations include the following:</p> <ul style="list-style-type: none"> <li>• Sensory Disabilities (Categories E and F)</li> <li>• Learning Disabilities (Category Q)</li> <li>• Behaviour Disabilities (Categories H and R)</li> </ul>
<b>Students with Disabilities or Diverse Abilities</b>	<p>Category A – Physically Dependent  Category B – Deafblind  Category C – Moderate to Profound Intellectual Disability  Category D – Physical Disability / Chronic Health Impairment  Category E – Visual Impairment  Category F – Deaf or Hard of Hearing  Category G – Autism Spectrum Disorder  Category H – Intensive Behaviour Interventions / Serious Mental Illness  Category K – Mild Intellectual Disability  Category P – Gifted  Category Q – Learning Disability (formerly Category J)  Category R – Moderate Behaviour Support / Mental Illness (formerly Categories M and N)</p>
<b>Student</b>	<p>A school-aged or adult individual enrolled in a B.C. school. Student populations are calculated by headcount. Registered homeschooled children are not included as students.</p>
<b>Student Cohort</b>	<p>A group of students who share particular characteristics and who are tracked over a period of time.</p>